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INSTITUTION Montana State Office of the Commissioner of Higher Education, Helena.

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ABSTRACT

This state plan was prepared for 1989 and 1990 in Montana and submitted to the U.S. Assistant Secretary for Vocational and Adult Education as meeting the minimum requirements of the Carl D. Perkins Vocational Education Act of 1984. The plan contains three sections. The first section describes certifications, assurances, and administrative provisions to be implemented by the state, as mandated by the plan. Included is information on the administration of vocational education, fiscal control, program evaluation, and evaluation of services for special needs populations and areas. The second section covers planning for vocational education in Montana. Some areas discussed are goals for vocational-technical education and planning for implementation of Title II, Parts A and B, and Title III, Parts A and B, as well as state restrictions on expenditure of Perkins funds. The final section consists of extensive appendixes that make up 80 percent of the document. The appendixes provide information on assurances, legislation, administration, sex equity, programs for economically depressed areas, comments about the plan made at public hearings, programs for handicapped and disadvantaged persons, and requests for proposals for 1990 programs. (KC)

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ED338797

Montana

STATE PLAN

for

Vocational Education

Under

Public Law 98-524

Carl D. Perkins Vocational Education Act of 1984

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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FISCAL YEARS 1989 and 1990

State of Montana

Board of Regents of Higher Education
Montana University System
Carrol Krause, Commissioner of Higher Education
33 South Last Chance Gulch
Helena, Montana 59620

CE051664

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BOARD OF REGENTS OF HIGHER EDUCATION
MONTANA UNIVERSITY SYSTEM
HELENA, MONTANA 59620-2602

(State Board for Vocational Education)

BOARD MEMBERS

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Melrose, Montana

Carrol Krause, Commissioner of Higher Education
Executive Officer of the Board of Regents

APPROVAL CERTIFICATE

The Two Year State Plan for Fiscal Years 1989 and 1990 for the administration of vocational education under the Carl D. Perkins Vocational Education Act of 1984, is hereby accepted by the United States Assistant Secretary for Vocational and Adult Education as meeting the minimum requirements of the Act and its regulations.

Submitted by the State of Montana

Adopted by Board of Regents of Higher Education
Montana University System

Date Adopted March 25, 1988

Date submitted to Office of Vocational & Adult Education May 1, 1988

Effective Date July 1, 1988

APPROVAL RECOMMENDED: _____
Director, Division of Vocational Education

APPROVED: _____
U. S. Assistant Secretary for Vocational and Adult Education

DATE APPROVED: _____

THE MONTANA UNIVERSITY SYSTEM
33 SOUTH LAST CHANCE GULCH
HELENA, MONTANA 59620-2602
(406) 444-6570

COMMISSIONER OF HIGHER EDUCATION

This is to certify that the entity number for the Montana University System is 1810302402C4. The address of the Board of Regents is 33 South Last Chance Gulch, Helena, Montana 59620-2602.

Federal funds disbursed to the State of Montana should flow through the Commissioner of Higher Education (phone 406/444-6570).

Carrol Krause — 4-29-88

Carrol Krause, Commissioner of Higher Education — Date

THE MONTANA UNIVERSITY SYSTEM CONSISTS OF THE UNIVERSITY OF MONTANA AT MISSOULA, MONTANA STATE UNIVERSITY AT BOZEMAN, MONTANA COLLEGE OF MINERAL SCIENCE AND TECHNOLOGY AT BUTTE, WESTERN MONTANA COLLEGE AT DILLON, EASTERN MONTANA COLLEGE AT BILLINGS AND NORTHERN MONTANA COLLEGE AT HAVRE.

SECTION A: Certifications, Assurances, and Administrative Provisions

CERTIFICATIONS

STATE OF MONTANA

We hereby certify that:

1. **The Board of Regents of Higher Education of the Montana University System, as the State Board for Vocational Education and the Sole State Agency in this state, is eligible to submit the Two-Year State Plan for Vocational Education for Fiscal Years 1989 and 1990 as authorized under Part B of Title I of the Carl D. Perkins Vocational Education Act of 1984, PL. 98-524;**

2. The Board of Regents has authority under state law to perform the functions of the state under the program;

3. The state legally may carry out each provision of the foregoing plan;

4. All provisions of the foregoing plan are consistent with state law;

5. The State Treasurer has authority under state law to receive, hold, and disburse federal funds made available under the foregoing plan;

6. The Commissioner of Higher Education has authority to submit the foregoing plan;

7. The Board of Regents has adopted and formally approved the foregoing plan;

8. The foregoing plan is the basis for state operation and administration of the program;

9. The State Plan was assigned SAI Number MT880309-556-X on March 9, 1988; Clearinghouse notices are distributed statewide.

Dennis E. Lind — 4/13/88

Chairman, Board of Regents — Date

Carrol Krause — 4-29-88

Commissioner of Higher Education — Date

THE MONTANA UNIVERSITY SYSTEM
33 SOUTH LAST CHANCE GULCH
HELENA, MONTANA 59620-2602
(406) 444-6570

COMMISSIONER OF HIGHER EDUCATION

MEMORANDUM

TO: U. S. Department of Education

FROM: Dr. Carrol Krause

DATE: March 31, 1988

SUBJECT: Presidential Executive Order 12372

Please be advised that, to supplement provisions of E.O. 12372 and Governor's Executive Order 11-83, the Montana Intergovernmental Review Clearinghouse (single point of contact) and the Board of Regents have a Memorandum of Understanding which covers the program or activity referenced herein. The Clearinghouse has been notified of this application/proposal/plan, has assigned SIA number MT880309-556-X, and has provided statewide notification with invitation for comments. Potential reviewers are referred to the Commissioner of Higher Education. Responsibility for formulation of an E.O. 12372 official state process recommendation has been delegated to me, and if one is to be transmitted, it will be forwarded by the Clearinghouse.

THE MONTANA UNIVERSITY SYSTEM CONSISTS OF THE UNIVERSITY OF MONTANA AT MISSOULA, MONTANA STATE UNIVERSITY AT BOZEMAN, MONTANA COLLEGE OF MINERAL SCIENCE AND TECHNOLOGY AT BUTTE, WESTERN MONTANA COLLEGE AT DILLON, EASTERN MONTANA COLLEGE AT BILLINGS AND NORTHERN MONTANA COLLEGE AT HAVRE.

State of Montana
Office of The Lieutenant Governor
Helena 59620
(406)444-3111

W. GORDON McOMBER
LIEUTENANT GOVERNOR

March 9, 1988

Mr. Carroll Krause
Commissioner of Higher Education
33 South Last Chance Gulch
Helena, Montana 59620

RE: Draft State Plan for Vocational Education - Carl D. Perkins Vocational Education Act of 1984
Montana State IGR Clearinghouse SAI No. MT880309-556-X

Dear Mr. Krause:

The above-captioned State Plan has been received. In order to provide notification to parties that may be interested in review and/or comment on the document, it will be listed in the next Intergovernmental Review Bulletin issued from this office.

Any inquiries or comments regarding the State Plan will be directed to you. Copies of any comments received should be made a part of your file. Please forward copies of any comments received to the Clearinghouse for our files and to the U.S. Department of Education with the document, or forward to them to be attached if they are received after the document has been sent in.

Because review procedures for this program have been delegated to the Board of Regents of Higher Education, the Clearinghouse intends to take no further action on this proposal.

Sincerely,

DEBBIE DAVIS
Clearinghouse Manager

Enclosure

RECEIVED
MAR 1 [illegible] 1988
THE MONTANA UNIVERSITY SYSTEM

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into between the **Board of Regents** and the **Montana Intergovernmental Review Clearinghouse** (under the administrative supervision of the Office of the Lieutenant Governor) to supplement the provisions of Presidential Executive Order No. 12372 and Governor's Executive Order No. 11-83.

The federal programs/activities subject to the agreements in this Memorandum are as follows:

Program Name	CFDA reference
Vocational Education: **Basic Grants to States**	84.048
Vocational Education: **Consumer & Homemaking Education Grants**	84.049
Vocational Education: **State Councils**	84.053

The **Commissioner agrees** to:

1. Notify the Clearinghouse of program announcements, application dates and review/comment deadlines;

2. Submit applications, or an abstract thereof, to the Clearinghouse;

3. Coordinate reviews, including the sponsorship of public hearings in accordance with appropriate laws or regulations;

4. Formulate any "official state process recommendations" to be transmitted through the Clearinghouse in accordance with the provisions of E.O. 12372 and subsequent federal rules;

5. Notify the Clearinghouse of approved and awarded grants by the U. S. Department of Education.

The **Clearinghouse agrees** to:

1. Provide notification, through its bulletin, of pending actions or applications;

2. **Refer** potential applicants and reviewers to the Commissioner of Higher **Education** within the time specified;

3. **Delegate** the formulation of any official recommendations to the Commissioner of Higher Education;

4. Transmit in a timely fashion any such recommendations to the U. S. Department of Education and attendant "accommodate or explain" responses to the Commissioner of Higher Education.

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The Commissioner and Clearinghouse intend, by signing this Memorandum, to allow ample opportunity for intergovernmental review by parties within the state while recognizing that the Commissioner of Higher Education retains authority for formulating official recommendations on the educational programs referenced.

Commissioner of Higher Education — Date: 4-29-85

For the Clearinghouse — Date: 4-29-85

ASSURANCES

STATE OF MONTANA

I hereby provide the following assurances:

1. The Board of Regents will comply with the requirements of Titles I, II, III, and V of the Act and, where necessary, will describe the manner in which the Board of Regents will comply with those requirements;

2. The state will comply with the distribution of assistance requirements as contained in Section 203, Title II of PL 98-524;

3. Provisions will be made for handicapped and disadvantaged students in private elementary and secondary schools to participate in vocational education programs assisted under Part A of Title II in accordance with Section 113(b)(1)(C) of PL 98-524;

4. The state will, in accordance with Section 113(b)(4) of PL 98-524, distribute at least 80% of funds available for Title II to eligible recipients except that for funds available for handicapped and disadvantaged individuals as provided by Section 202 of PL 98-524, 100% of such funds will be distributed to eligible recipients in accordance with Section 203(a) of PL 98-524;

5. In the use of funds available for single parents and homemakers under Section 201(b)(4) of PL 98-524, the state will emphasize assisting individuals with the greatest financial need and special consideration will be given to homemakers who, because of divorce, separation, or the death or disability of a spouse, must prepare for paid employment;

6. The state will provide relevant training and vocational educational activities to men and women who desire to enter occupations that are not traditionally associated with their sex;

7. The state will, in accordance with Section 113(b)(9) of PL 98-524:

   1) develop measures for evaluating the effectiveness of programs assisted under the Carl D. Perkins Act in meeting needs identified in the State Plan, including appropriate measures for evaluating the effectiveness of programs for the handicapped; and

   2) evaluate all projects, services and activities under Titles II and III of not less than 20 percent of participating eligible recipients in each program year;

8. The state will fund programs of personnel development and curriculum development to further the goals identified in the State Plan;

9. The vocational education needs of those identifiable segments of the population in the state with highest rates of unemployment have been assessed and such needs are reflected in and addressed by the State Plan;

10. The Board of Regents will cooperate with the State Council for Vocational Education as necessary to assist the Council in carrying out its duties;

11. No funds will be expended under the Carl D. Perkins Act to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, its employees, or any affiliate of such an organization;

12. For each fiscal year, expenditures for career guidance and counseling from allotments for Title II and Part D of Title III of PL 98-524 will not be less than the expenditures for such guidance and counseling for FY84 assisted under Section 134(a) of the Vocational Education Act of 1963;

13. Federal funds made available under PL 98-524 will be used to supplement, and to the extent practicable, increase the amount of state and local funds that would in the absence of such federal funds be made available for the uses specified in the State Plan, and will in no case supplant such state or local funds;

14. The state will provide for such fiscal control and fund accounting procedures as necessary to assure the proper disbursement of and accounting for federal funds paid to the state including funds paid by the state to eligible recipients under PL 98-524;

15. The state, in accordance with Section 113(b)(1)(A) and 203(a) of PL 98-524, will use funds distributed under Section 203(a) for vocational education services and activities for handicapped and disadvantaged individuals to provide:

    1) for equal access in (a) recruitment, enrollment, and placement activities; and (b) the full range of vocational education programs available (including occupationally specific courses of study, cooperative education, and apprenticeship programs);

    2) for programs and activities for handicapped individuals in the least restrictive environment in accordance with Section 612(5)(B) of the Education of the Handicapped Act and which, whenever appropriate, are included as a component of the student's individualized education plan required under Section 612(4) and Section 614(a)(5) of the Education of the Handicapped Act; and

    3) for programs which are planned through the coordination of appropriate representatives of vocational education and special education;

16. Programs under Adult Training, Retraining, and Employment:

1) are designed with the active participation of the State Council;

2) make maximum and effective use of existing institutions;

3) are planned to avoid duplication of programs or institutional capabilities;

4) are designed, to the fullest extent possible, to strengthen institutional capacity to meet education and training needs addressed by Title III, Part C of the Carl D. Perkins Act;

5) involve close cooperation with and participation by public and private sector employers, and public and private agencies working with problems of employment and training and economic development; and

6) where appropriate, involve coordination with programs under the Rehabilitation Act of 1973 and the Education of the Handicapped Act;

17. Funds received under the Industry-Education Partnership for Training in High Technology Occupations will be used:

1) solely for vocational education programs designed to train skilled workers and technicians in high-technology occupations (including programs providing related instruction to apprentices) and projects to train skilled workers needed to produce, install, operate, and maintain high technology equipment, systems, and processes; and

2) to the maximum extent practicable, in coordination with JTPA to avoid duplication of effort, and to ensure maximum effective utilization of funds under the Carl D. Perkins Act and the Job Training Partnership Act;

Except as provided by Section 342(c) of PL 98-524, not less than 50 percent of the aggregate costs of programs and projects assisted under Section 342 of PL 98-524 will be provided from non-federal sources, and no less than 50 percent of the non-federal share of aggregate costs in the state will be provided by participating business and industrial firms;

Programs and projects assisted under Section 342 of PL 98-524 will be coordinated with those assisted under Title II of PL 98-524 and, to the maximum extent practicable (consistent with the purposes of programs assisted under Title II of PL 98-524), supportive services will be organized so as to serve programs under both titles;

Programs and projects under Section 342 of PL 98-524 will be developed with the active participation of the State Council.

Dennis E. Lind

Dennis Lind, Chairman
Montana Board of Regents of Higher Education

4/15/88
Date

NOTE: Assurances from the Superintendent of Public Instruction on behalf of secondary vocational education in Montana may be found in Appendix A of this State Plan.

ADMINISTRATIVE PROVISIONS

A. STATE BOARD

1. **Name and Designation of the State Board.** In 1987, the Montana legislature designated the **Board of Regents of the Montana University System** as the **sole state agency** with responsibility for development and implementation of the **State Plan** and for the administration of activities relative to the **Carl D. Perkins Vocational Education Act of 1984.** As such, the Board of Regents has all necessary power to cooperate with the U. S. Department of Education in the administration of the State Plan.

   NOTE: Montana **House Bill 39,** the enabling legislation which designated the Board of Regents as the **sole state agency,** is included as **Appendix B** of this State Plan.

2. The Board of Regents, in recognition of the separation contained in the Montana Constitution and in state statute, has delegated to the **Office of Public Instruction** those functions of supervision, evaluation, and reporting of all projects and activities which may be funded on behalf of **K-12 vocational education** and **any other activities** which, through contractual agreement, may be delegated by the Board of Regents to the Superintendent of Public Instruction. All other duties and responsibilities required by PL 98-524 and its regulations remain within the **Board of Regents** with the exception of certain provisions related to contracting and joint planning efforts with the Department of Labor, Job Service Division, for the administration of the Job Training Partnership Act.

   NOTE: A copy of the contract between the **Board of Regents** and the **Superintendent of Public Instruction** for the administration and supervision of **K-12 programs, services, and activities** is included as **Appendix C** of this State Plan. A newly executed contract will be included as an amendment to the State Plan when the current contract expires in 1989.

B. GENERAL POWERS AND DUTIES OF THE BOARD OF REGENTS

1. The government and control of the Montana University System is vested in a **Board of Regents of Higher Education** which shall have full power, responsibility, and authority to supervise, coordinate, manage and control the Montana University System and shall supervise and coordinate **other public education institutions** assigned by law.

   Source: Constitution of Montana, Article X, Section 9(2)(a).

2. The Board of Regents is the policy-forming and planning body for higher education in Montana, and as such it has specific responsibility for adopting policies, enacting regulations, and establishing general rules for carrying out its duties and responsibilities.

NOTE: Other public educational institutions over which the Board of Regents has been assigned supervisory and coordination responsibilities are the public community colleges and the vocational-technical centers.

C. **EXECUTIVE OFFICER DESIGNATION**

1. The Commissioner of Higher Education serves as the executive officer of the Board of Regents and as such, he is responsible for efficiency and improvement in the Montana system of public higher education. He shall have the powers necessary to execute the duties and responsibilities placed upon his office by the Board of Regents.

2. The major responsibilities which have been established for the Commissioner of Higher Education are:

   (a) To execute and administer the policies, decisions and rules of the Board of Regents. The Commissioner has broad delegated authority as executive officer of the Board of Regents and chief administrator of the University System to secure implementation of Board policy and to establish administrative regulations and policy essential to the proper governance of the system;

   (b) To exercise control, consonant with general Board policies, over inter-unit matters, including those pertaining to budgets, curriculum, research and extension activities. It is the intent of this provision that each unit president act as chief executive officer of his unit, subject to provisions of the law and policies of the Board of Regents, but that the Commissioner control inter-unit matters in the interests of providing a unified and integrated system;

   (c) To prepare for the Board of Regents a suggested allocation of state appropriations to the various units of the system. Budget requests approved by the Board of Regents shall be presented by the Commissioner to the Governor and to the legislature;

   (d) To sign, on behalf of the Board of Regents, contracts and documents which have been approved or awarded by the Board;

   (e) To prepare and submit to the Board of Regents such annual and special reports as may be required, and to see that periodic internal audits of the several campuses are conducted;

   (f) To act as the medium through which all matters shall be presented to the Board of Regents and to the committees of the Board;

   (g) To act as the medium for submission by unit presidents of requests for opinions from the Attorney General;

   (h) To act as the official representative of the Board of Regents and the university system to the legislature and its committees;

   (i) To select, remove and fix the compensation of personnel as may be necessary for the Office of the Commissioner of Higher Education in accordance with Board policies; and

(j) To perform other duties and responsibilities as may be prescribed by the Board of Regents.

Source: Section 204.3, Montana University System Policies and Procedures.

Statutory Authority: Article X, Section 9(2)(c), Montana Constitution

D. **ORGANIZATION OF THE BOARD OF REGENTS** (State Board for Vocational Education)

The Board of Regents of Higher Education consists of seven (7) members appointed by the Governor and confirmed by the Senate. Not more than four (4) may be from one congressional district and not more than four (4) may be affiliated with the same political party. One of the members of the Board shall be a student who is registered fulltime at a unit of higher education under the jurisdiction of the Board. The length of the term of the student member shall not be less than one (1) year and not more than four (4) years . . . Appointed members' terms are seven (7) years. Vacancies shall be filled for the remainder of the unfilled term.

The Board shall meet quarterly on the second Monday of April, July, September and December. Other meetings may be called by the Governor, the chairman of the Board of Regents, the secretary, or on the request of four appointed members. A majority of the appointed members of the Board shall constitute a quorum.

All committees of the Board shall be appointed by the chairman. Standing committees shall be as follows:

- Curriculum
- Budget
- Capital Construction
- By-laws and Policy
- Collective Bargaining

Special committees may be appointed from time to time by order of the Board.

The Commissioner of Higher Education is an ex-officio, non-voting member of all committees of the Board of Regents.

Source: Section 201.7, Montana University System Policies and Procedures

E. **ADMINISTRATION OF VOCATIONAL EDUCATION**

The Board of Regents (State Board for Vocational Education), through the Commissioner of Higher Education, shall employ a sufficient number of qualified staff to develop and implement the State Plan and to assure compliance with appropriate federal and state statutes, rules, and regulations.

Montana state law directs that the Board of Regents contract with the Superintendent of Public Instruction for the administration of vocational education at the levels of K-12.

"The Board of Regents shall contract with the Superintendent of Public Instruction for the administration and supervision of K-12 vocational education programs, services, and activities allowed by the 1984 Federal Carl D. Perkins Education Act, as may be amended, and in concert with the State Plan for vocational education required by the federal Act."

Source: Section 2(2), House Bill 39, 50th Montana legislature, 1987.

1. **Vocational-Technical Education Administrative and Program Development Staff.** The vocational education staff of the Board of Regents, under the direction of the **Deputy Commissioner for Vocational Technical Education**, will be responsible for such activities as:

    - o Federal projects planning and reporting
    - o Budgeting and fund allocation
    - o Contracting with appropriate agencies
    - o Proposal evaluation and approval
    - o Project compliance monitoring
    - o Office of Civil Rights methods of administration desk audits and on-site visits
    - o Coordination of sex equity and single parent/homemaker activities, and
    - o Other activites which may be required to assure compliance with all federal and state requirements, rules, and regulations

    In addition, the **vocational-technical education staff** of the Board of Regents is responsible for the following **developmental activities:**

    - o Curriculum development and review
    - o Faculty professional development
    - o Applied research in vocational technical education
    - o Technical assistance to the field
    - o Programmatic review/sunsetting

2. **Delegation of Function.** As stated previously, the function of statewide leadership for and administration of vocational education **at the levels of K-12** has been delegated to the Office of Public Instruction.

Methods of Administration for Secondary Vocational Education are elaborated in **Appendix D** of this State Plan.

3. **Joint Planning and Coordination.** Vocational education planners in Montana recognize the need to establish processes whereby improved joint planning and coordination of activities can and will occur. The advisability of such joint effort is intensified in states such as Montana which are experiencing a period of economic difficulty.

To this end, joint planning and coordination of vocational education programs conducted under the Job Training Partnership Act (JTPA), the Adult Education Act, the Education Consolidation and Improvement Act (Chapter 1), the Education of the Handicapped Act, and the Rehabilitation Act of 1973 will be an ongoing process in Montana. In addition, joint planning and coordination efforts will involve participation of the following agencies:

- The office of the Superintendent of Public Instruction
- The Montana Department of Labor and Industry
- The Montana Department of Social and Rehabilitation Services
- The Montana Department of Family Services
- The Montana State Council on Vocational Education
- The Montana Department of Commerce
- The State Occupational Information Coordinating Committee (SOICC)
- The State Job Training Coordinating Council
- Other groups, associations, and individuals as appropriate

Cooperative agreements will be developed to address such mutual concerns as information-sharing, goals and objectives, and proposed activities.

Currently, coordination procedures include:

- review of the draft State Plan by the Department of Labor and Industry, the JTCC, SOICC, the MCOVE, OPI and the general public;
- cooperation with, and financial support to, the MCOVE in the development of a statewide conference in program yuear 1989 on vocational education that will involve the business community with vocational educators;
- contacts with the Departments of Commerce, Family Services and Social and Rehabilitation Services to identify appropriate members of occupations to include in the Technical Committees established to advise the Board of Regents in the development of appropriate vocational-technical curricula;

- contacts with the Department of Family Services and Social and Rehabilitation Services to determine the location of state-registered or licensed day care facilities in Montana in order to verify appropriate use of Perkins funds;

- interagency activities with the Personnel Division of the Department of Administration to provide workshops on equity in employment.

- active participation by the Supervisor of the Apprenticeship Unit of the Montana Department of Labor and Industry in one of the Perkins grants providing training seminars for apprentice instructors; and the activities of the Montana Apprenticeship Advisory Council (MAAC) which includes three representatives each from employer organizations and employee organizations, two state legislators, and a chairman from the public at large. The MAAC was established in 1987 by the Montana Commissioner of Labor to bring together members of labor, management and the legislature in the development of relevant apprenticeship programs. The MAAC has been addressed by the Deputy Commissioner for Vocational-Technical Education on linkage between apprenticeship training and vocational-technical education in Montana (June 15, 1988, meeting). The Education Specialist in the OPI responsible for the administration of the adult training and retraining Perkins grants has also spoken to the MAAC (April 1, 1988, meeting) to provide information on the use of Perkins funds to support apprenticeship training in Montana.

4. **Public Hearings.** A public notice with regard to public hearings on the State Plan for federal vocational education funding for fiscal years 1989 and 1990 was placed in the Montana Intergovernmental Review Clearinghouse Bulletin. In addition, public notices were sent to school districts, newspapers, colleges, universities, vocational technical centers. The location, date, and time of the public hearings are noted below:

Location	Date	Time
Office of Public Instruction 1227 Eleventh Street Helena, Montana	February 11, 1988	7:00 p.m.
Billings Vocational Technical Center 3803 Central Avenue Billings, Montana	March 11, 1988	3:00 p.m.

NOTE: Comments, suggestions, questions, and testimony presented at the public hearings and responses from the Board of Regents are included in **Appendix E** of this State Plan.

NOTE: Copies of this State Plan will be made reasonably available to the public through distribution of the plan to Montana public libraries, the State library, and to other appropriate state agencies.

5. **Technical Committees.** The Board of Regents shall establish at least two (2) technical committees which will advise the State Board and the State Council on the development of model curricula so that state labor market needs may be addressed. The technical committees will be asked to develop an inventory of skills that may be used by the Board and other vocational education planners to identify state-of-the-art model curricula. Such an inventory should provide the type and level of skills needed for individuals to enter, to remain, and to advance in the various occupational areas taught throughout Montana.

   Technical committee members will be chosen on the basis of the special knowledges and experiences with various vocational education areas which they possess. The committees will also include individuals with a general knowledge of the employment and vocational educational needs of Montana. In addition to these qualifications, the technical committee membership will include:

   - o employers from pertinent industry or occupational areas for which the committees are established;
   - o representatives of relevant trade or professional organizations; and
   - o organized labor, where appropriate

   The Board of Regents will consult with the State Council and other appropriate agencies and individuals in the establishment and subsequent work of the technical committees.

6. **Administration of Vocational Education Programs for Single Parents and Homemakers and Sex Equity Programs.** The Board of Regents has assigned one individual on the vocational-technical education staff whose responsibility it is to work fulltime to assist the Board in the following activities:

   (a) administering the program of vocational education for single parents and homemakers and the sex equity program;

   (b) gathering, analyzing, and disseminating data on the adequacy and effectiveness of vocational education programs in Montana in meeting the education and employment needs of women (including preparation for employment in technical occupations, new and emerging occupational fields, and occupations regarded as nontraditional for women), and on the status of men and women students and employees in such programs;

(c) reviewing vocational education programs (including career guidance and counseling) for sex stereotyping and sex bias, with particular attention to the practices which tend to inhibit the entry of women into high technology occupations; and submitting (i) recommendations for inclusion in the State Plan of programs and policies to overcome sex bias and sex stereotyping in such programs and (ii) an assessment of the state's progress in meeting the purposes of the Act with regard to overcoming sex discrimination and sex stereotyping;

(d) reviewing proposed action on grants, contracts, and the policies of the Board of Regents to ensure that the needs of women are addressed in the administration of the Act;

(e) developing recommendations for programs of information and outreach to women concerning vocational education and employment opportunities for women, including opportunities for careers as technicians and skilled workers in technical fields and in new and emerging occupational fields;

(f) providing technical assistance and advice to local educational agencies, postsecondary institutions, and other interested parties in Montana on how to expand vocational opportunities for women; and

(g) assisting administrators, instructors, and counselors in implementing programs and activities to increase access for women (including displaced homemakers and single heads of households) to vocational education, and to increase male and female students' enrollment in nontraditional programs.

NOTE: Specific goals and objectives developed on behalf of sex equity and other related issues are elaborated in Appendix F of this State Plan.

7. Provision of a Listing of Programs Assisted Under PL 98-524 to Each Private Industry Council. The Board of Regents shall provide a listing of all vocational education programs in Montana assisted under PL 98-524 to each private industry council established under the Job Training Partnership Act (Section 102).

8. Local Applications. By 1990, eligible recipients shall submit annual applications for allocation of federal and state funds according to procedures to be established by the Board of Regents.

Such annual applications shall include:

(a) the provision of information relative to those vocational education programs/services/activities which are proposed to be funded;

(b) a description of how the proposed programs/services/activities will be coordinated with relevant programs under the Job Training Partnership Act and the Adult Education Act; and

(c) an assurance that the annual application has been made available to interested parties for their review and comment.

Annual applications which fail to meet the requirements established by the Board of Regents or the Superintendent of Public Instruction (secondary applications) will not be considered for approval.

9. Procedures for Affording Eligible Recipients Reasonable Notice of Opportunity for Hearing. All applications for funds under the Carl D. Perkins Vocational Education Act will be reviewed by the staffs of the Board of Regents (postsecondary) or the Office of Public Instruction (secondary) for compliance with applicable federal and/or state laws and for completeness of required information.

Applications which are determined to be incomplete or in non-compliance will be disapproved by the reviewing agency and these applications will not be considered for competitive evaluation by grant proposal readers.

Eligible recipients for PL 98-524 funds will be given an opportunity to appeal disapproval of their applications if those applications were submitted within the required deadline for the specific grant year. Appeals will not be allowed in the following instances:

- o the applicant is not eligible to receive funds under PL 98-524; or
- o the application was received after the published submission deadline.

A first notice of pending disapproval of an application will be given for:

- o failure to provide all information required in the application process;
- o failure to provide the required non-federal matching dollars and/or documentation of the availability of those funds; and/or
- o inclusion of activities or expenditures in the application which are not allowable under the provisions of PL 98-524.

The <u>first notice of pending disapproval</u> will include a specification of any deficiency noted and relevant citations of federal and/or state rules and regulations. Applicants will be given an opportunity to remedy the deficiencies in their applications by submitting additional or replacement pages to their original applications within a limited time period to be specified by the Board of Regents. Applicants who have included proposed activities which are not allowable expenditures of PL 98-524 funds will be given the same opportunity to amend their original applications within the same specified time period.

A <u>second notice of pending disapproval</u> will be given to all applicants whose original or amended applications do not meet the information requirements or whose proposed activities continue to include non-allowable expenditure of funds under PL 98-524.

At this point in the process:

- o The specific deficiency in the application will be stated in the second notice

- o The applicant will be allowed to request a hearing prior to final disapproval of the application. Appeal of the disapproval of an application will be limited to justification of the application by evidence of applicable federal and/or state rules and regulations

- o The applicant must give written notice to the Board of Regents of its request for a hearing. The written notice must be provided to the reviewing agency by a date to be specified by the Board of Regents

- o A date for the appeals hearing will be set by the Board of Regents

- o A date for the appeals hearing will be set by the Board of Regents prior to the date that the competitive evaluation of approved applications will begin

- o If the Board of Regents determines through the appeals hearing process that its "pending disapproval" of an application was contrary to applicable federal or state laws/regulations, the application will be approved for rating by the grant readers in the competitive evaluation process

- o If the Board of Regents determines through the hearing process that the applicant's appeal does not substantiate reason to approve the application, the disapproval will be final

- o Written notice of findings from the appeals hearing will be issued by the Board of Regents to the appealing applicant within ten (10) days after the hearing

10. Evaluation of Applications for Project Funds. All applications that have been deemed complete and in compliance with applicable federal and/or state regulations will be competetively evaluated for quality of content by a panel of readers representing both secondary and postsecondary vocational education, as well as the interested public. Each application will be rated according to instruments published in the request for proposal (RFP) packets distributed by the Board of Regents (postsecondary) and the Superintendent of Public Instruction (secondary). (Refer to Appendix H and Appendix I) Applications will be read in the following categories, depending on the individuals to be served and/or the nature of the activities to be performed:

Title II, Part A

Handicapped
Disadvantaged
Adults in need of training or retraining
Single parents/homemakers
Sex bias/stereotyping interventions
Correctional populations

Title II, Part B

Curriculum development
Personnel development
Guidance and career counseling
All other program improvement, innovation and expansion

Title III

Part A - Community-based organizations
Part B - Consumer/homemaking

Each application will be read by at least two readers. If the ratings received by the application from the two readers differ by 15 points or more, a third reader will review the application and the doubled average of the three ratings will prevail.

11. **Rank Ordering for Funding.** All applications that receive a combined rating of 100 points or more are eligible for funding. Projects will be funded in descending numerical order by category until all funds allocated in each category are committed.

F. DISTRIBUTION OF FEDERAL FUNDS

Federal funds will be distributed to eligible recipients in Montana at the secondary and postsecondary levels through the use of two methods:

(1) by formula, and

(2) by a discretionary process.

NOTE: More federal funds will be distributed to eligible recipients located in economically depressed areas of Montana than will be distributed to eligible recipients located in areas of the state which are not economically depressed.

A listing of counties in Montana which have been determined to be economically depressed appears as Appendix G of this State Plan.

Eligible recipients shall be allocated funds based on a process which utilizes federal guidelines in addition to state demographic and statistical information. Allotments calculated for those eligible recipients who do not apply for such funds will be reallocated to other eligible recipients.

Federal funds for handicapped individuals will be allocated through a Congressionally mandated formula (see Appendix N) which takes into account:

- the ratio of the number of economically disadvantaged students enrolled in the eligible recipient to the number of such persons enrolled in all eligible recipients in Montana in the preceding year;
- the ratio of the number of handicapped students served in vocational education in the eligible recipient to the number of such persons served in vocational education in all eligible recipients in Montana in the preceding year.

Federal funds for disadvantaged individuals will be allocated through a Congressionally mandated formula (see Appendix N) which takes into account:

- the ratio of the number of economically disadvantaged students enrolled in the eligible recipient to the number of such persons enrolled in all eligible recipients in Montana in the preceding year;

- the ratio of the number of disadvantaged students served in vocational education in the eligible recipient to the number of such persons served in vocational education in all eligible recipients in Montana in the preceding year.

Federal funds for persons with limited English proficiency (LEP) will be allocated to those eligible recipients serving disadvantaged individuals through the provision of vocational education programs/services/activities which include students having limited English proficiency. These allocations will be made at least in proportion to the number of LEP students enrolled in vocational education in the preceding year compared to the total number of disadvantaged students (including LEP students) enrolled in vocational education in the preceding year.

Federal funds to be distributed as discretionary funds by Montana shall be allocated to eligible recipients through a request for proposal (RFP) process.

The RFP process is described in detail in Appendix H and Appendix I of this State Plan. Although the overall RFP process is the same for secondary and postsecondary eligible recipients, the application procedures have a somewhat different format.

G. FISCAL CONTROL AND ACCOUNTING PROCEDURES

Procedures to assure sound fiscal control and accounting for all funds shall be established by the Board of Regents in accordance with federal and state statutes, rules, and regulations.

H. MAINTENANCE OF EFFORT

The Board of Regents assures that the state of Montana, in its aggregate expenditure on behalf of vocational education programs during the preceding year for which federal funding is determined, will at least equal those efforts or expenditures during the second preceding year.

I. VOCATIONAL EDUCATION PROGRAMS

Vocational education programs are organized educational efforts which are designed to prepare their graduates to enter occupational areas both as paid and unpaid employees.

Occupational areas typically served by vocational education efforts at the secondary and/or postsecondary level include (but are not limited to) the following:

- o agriculture
- o business occupations
- o home economics
- o health occupations
- o marketing and distributive occupations
- o technical and emerging occupations
- o trades and industrial occupations

An organized educational program has been defined as:

- o instruction (including career guidance and counseling) related to the specific occupation for which students are engaged in relevant study

- o the acquisition (including leasing), maintenance, and repair of instructional equipment, supplies, and teaching aids.

  The term does not mean the construction, acquisition, or initial equipping of buildings, or the acquisition or rental of land.

Participation in organizations which promote the development of vocational student leadership abilities is considered to be an integral part of vocational education programs.

J. VOCATIONAL INSTRUCTION

Instruction in vocational education programs must be related to the occupation for which students are preparing or be necessary for students to benefit from such training.

Vocational instruction may include:

- o classroom instruction

- o classroom-related field trips

- o laboratory and shop work

- o instruction which provides supervised occupational work experience (including cooperative education and the related instructional aspects of apprenticeship programs)

- o extended learning experiences

- o instruction designed to teach the fundamental principles of mathematics and science through practical applications which are an integral component of the student's vocational education program

- o remedial instruction designed to enable students to succeed educationally in the occupational programs for which they are preparing

- o activities related to vocational student leadership organizations

K. EVALUATION OF VOCATIONAL EDUCATION PROGRAMS, SERVICES AND ACTIVITIES

At least twenty (20) percent of the participating eligible recipients assisted in Montana by PL 98-524 will be evaluated in each fiscal year.

Eligible recipients who participate in programs, services and activities through PL 98-524 funding will be required to submit vocational education program **enrollment data**, vocational education **completer follow-up data** and **employer follow-up data** so that the effectiveness of their vocational education programs can be measured.

Such data provide a mechanism whereby vocational education planners can determine the extent to which:

- the occupations for which students are being prepared **realistically reflect the state's labor market needs**
- the **skill levels** at which students are being prepared match the **hiring needs of employers**
- the **basic employment competencies** used in performance measures are reflective of the **actual hiring needs of employers**

On-site evaluation of vocational education programs will be required so that the staffs of the Board of Regents and the Office of Public Instruction may compare the **actual operation** of vocational education programs to the recipients' **approved applications** and to the various **policies and standards** which regulate such programs.

Currently (i.e., for program year 1989), the State **"examines the needs of students"** through the competitive grant procedure for awarding Perkins funds. Each statement of need within the grant proposals is evaluated by the grant proposal readers in terms of the parameters of the problem addressed, citation of substantiating data, and relationship of the proposed project to the needs identified.

In program year 1990, a statewide needs assessment will have been conducted by the Montana Center for Vocational Education Research, Curriculum and Personnel Development. The results of this needs assessment will be used to establish priority areas for submission of Perkins grant proposals in that program year.

Currently, the State **"assesses the quality of programs"** in terms of the achievement of the individual grant objectives for each funded Perkins project. These project objectives must reflect:

- pertinence to the workplace and to new and emerging technologies;
- responsiveness to current and projected occupational needs of Montana;
- efforts to facilitate entry into and participation in vocational education and ease the school-to-work and secondary-to-postsecondary education transitions;
- curricula that reflect up-to-date technological and educational content, equipment and instructional materials;
- a capacity to meet the students needs for general occupational skills and improvement of academic foundations.

When approving expenditures in approved budgets, State staff review whether purchase of state-of-the-art instructional equipment is planned and will not authorize purchases that do not reflect advanced technology and the occupational needs of the State. A project has been funded that addresses articulation of curricula between secondary and postsecondary educational institutions to ease student transition between secondary and postsecondary vocational education. Many of the projects funded for disadvantaged students and for single parents and homemakers specifically address facilitation of entry into either employment or vocational education. The occupational needs of the State are determined through review of State Department of Labor and Industry data and through direct contact with relevant industries in the State.

The Office of Public Instruction monitors the quality of general vocational education offerings in secondary schools in Montana, although the authority to establish, change, and eliminate secondary school programs resides solely with the local Board of Trustees of each school district. Education Specialists provide technical assistance to secondary schools in specific vocational education program areas.

The Board of Regents of Higher Education, through the activities of its Deputy Commissioner for Vocational-Technical Education, is currently in the process of assessing the quality of postsecondary vocational-technical programs offered at the State's five vocational-technical centers. This process will be ongoing throughout the period of the State Plan and will culminate in the implementation of a formal process for continuous program evaluation for the vocational-technical system.

L. EVALUATION OF PROGRAMS, SERVICES, AND ACTIVITIES FOR HANDICAPPED INDIVIDUALS

Programs/services/activities developed on behalf of handicapped individuals shall be measured by the same criteria used to evaluate regular vocational education programs as outlined in the previous section of this State Plan.

Review of such programs will include:

- access to vocational education programs comparable to the interests and abilities of handicapped students as monitored through analysis of enrollments in programs on both state and local levels
- on-site evaluation, including review of special support services provided for handicapped students enrolled in vocational education programs
- annual follow-up evaluations to determine the progress of handicapped students enrolled in vocational education programs

M. ASSESSMENT OF CURRENT AND PROJECTED OCCUPATIONAL NEEDS AND DEMAND FOR GENERAL OCCUPATIONAL SKILLS

The Board of Regents will utilize current statewide labor market information to assist vocational education planners to assess present and projected occupational needs in Montana.

N. **ASSESSMENT OF VOCATIONAL EDUCATION NEEDS IN AREAS OF HIGH UNEMPLOYMENT IN MONTANA**

Each participating eligible recipient will be responsible for assessing the vocational education needs of those populations within its own area which have high rates of unemployment.

This assessment will include, but not be limited to, the following considerations:

- a review of existing vocational education programs to determine the appropriateness of entrance requirements
- assessment of the special support services needed by populations with high rates of unemployment
- comparisons of numbers of special populations program enrollees with program completers to identify reasons for lack of success
- identification of possible barriers to success which might exist in vocational education programs
- evaluation of vocational education program enrollments to determine if and/or why programs may have a disproportionate number of students representing special populations

O. **DEFINITION OF TERMS**

Except when noted otherwise, the terms used in this State Plan shall be consistent with those elaborated in PL 98-524 (Carl D. Perkins Vocational Education Act), Section 521.

SECTION B: PLANNING FOR VOCATIONAL EDUCATION IN MONTANA

1. MONTANA GOALS FOR VOCATIONAL-TECHNICAL EDUCATION 1989-1990

During the years of 1989 and 1990 and beyond, Montana will be a state in transition on many levels. Economic revitalization of the state and the personal renewal of its people will depend on the health and vitality of the workplace, which in turn will be dependent upon the availability of those educational and employment opportunities that equip citizens of Montana to reach toward their fuller potential and to attain greater security in their personal lives.

As a state with a relatively sparse population base scattered throughout a vast geographical space, Montana presents a prodigious educational challenge to public school and postsecondary educators and administrators alike. When these factors are combined with the state's current condition of limited and dwindling financial resources, the provision of strong educational opportunities on all levels will require an enormous and sustained effort on a statewide basis.

The Board of Regents and the Superintendent of Public Instruction and their respective staffs will combine forces in an effort to assist the state in meeting the challenges and problems which lie ahead.

A. The following goals for 1989 and 1990 have been developed by the Office of Public Instruction on behalf of SECONDARY VOCATIONAL EDUCATION in Montana:

1. **Promote Equality of Opportunity**

(a) Vocational education opportunities will provide equal access for special populations.

<u>Objectives</u>

- Direct program, service and activities to special populations will increase at the secondary level by ten percent each year of the two-year plan
- Three professional development workshops will focus on services to special populations with emphasis on transitional opportunities
- An integrated management information system will be initiated to track Chapter 1 and special education programs and populations for:

  --coordination/cooperation;
  --follow-through

- Develop measures of program, service and activity effectiveness in serving special populations under the Vocational Education Opportunities programs

(b) Vocational education opportunities will receive greater state funding.

Objectives

- State General Fund support for special populations will be sought in the 1989 legislative session
- General funds supporting other agency and state operations will be identified for coordination

2. **Promote Effective Use of Technology**

Objectives

- Expand by ten percent vocational programs using distance learning technology
- A feasibility study will be conducted to determine the potential of satellite transmission
- Principles of technology will be initiated at five new locations
- Equipment purchases will reflect state-of-the-art technology

3. **Strengthen the Quality of Secondary Vocational Education Teachers, Counselors and Administrators**

Objectives

- Conduct three personnel development workshops
- Conduct activities that emphasize:

  --the use of new technologies
  --the infusion of math and science into the vocational education curricula
  --the development of leadership skills
  --the use of career information

4. **Promote Curriculum Development Activities and Processes**

Objectives

- All occupational curriculum development will specify competency measures
- Prevocational curriculum and offerings will be expanded to grades 7 and 8 in an exemplary project
- Curriculum articulation models will be demonstrated at two sites
- Curriculum will be developed to address at-risk students in vocational education programs

5. **Initiate Competency Testing for Secondary Vocational Education Completers/Concentrators**

Objectives

- **Determine** appropriate instruments and select techniques for **competency testing**
- **Test the instruments at three pilot sites each year**
- **Publish findings of effectiveness in the annual progress report**

6. **Promote the Development and Initiation of a Coordinated Research, Professional and Curriculum Development Center with the following capabilities:**

Objectives

- **A research capability** for vocational education that will address:

  --a **statewide needs assessment** of student interest, program accessibility and occupational opportunities

  --a pilot program that will **assess** competencies of successful vocational education program completers

  --a comprehensive **student follow-up**

  --a comprehensive **employer follow-up**

- **A curriculum development, improvement, innovation** and **dissemination capability** that will:

  --serve as the **statewide repository** for curriculum materials

  --serve as a coordination center in conjunction with regional and national curriculum centers

  --function as the state liaison representative for Montana reporting activities as may be required by the Board of Regents

- **A personnel development** capability for vocational and vocational technical education that will:

  --assist in identifying **professional development needs** through the conduct of periodic surveys of administrators, counselors and instructors

  --plan, conduct and support **professional development activities** for administrtors, counselors and instructors

  --gather, summarize and report on professional development activities to the Board of Regents

7. **Review the Secondary Vocational Education Program Guidelines**

Objectives

- o Revise guidelines where appropriate
- o Print and distribute the revised guidelines to each eligible recipient in fiscal 1990

8. **Provide Technical Assistance to Teachers, Administrators, Counselors, Student Organizations, Professional Organizations and Other State Agencies**

Objectives

- o Conduct technical assistance activities supporting secondary vocational education including:
  - --research
  - --curriculum development
  - --professional development
  - --school/business partnerships
  - --coordination

9. **Evaluate Twenty Percent of the Secondary Carl Perkins Projects, Inclusive of Civil Rights**

Objectives

- o Schools will be notified of desk audit and on-site selections in accordance with the OCR methods of administration
- o Evaluations will report achievements and deficiencies to eligible recipients within 30 days of the visitation

10. **Promote the Vocational Student Organizations**

Objectives

- o State staff members will provide technical assistance and state advisor leadership at student and advisor training sessions
- o State staff advisors responsible for each vocational student organization will represent the Office of Public Instruction at a minimum of one state and one national event each year
- o Local and state events will be scheduled to minimize lost classroom time and activities

11. **The Office of Public Instruction Will Fulfill the Contract Stipulations By and Between the Board of Regents and the Office of Public Instruction as Specified in the Two-Year Plan for Vocational Education**

Objectives

- o Determine enrollment at the secondary level by each September
- o Establish secondary allocations for special populations by each November
- o Advertise and initiate the RFP process annually in November
- o Provide for rating, revision and notification respecting successful applicants by April each year
- o Provide for hearing processes as may be necessary
- o Perform assurances as noted in the State Plan for secondary vocational education
- o Perform such other duties and responsibilities as may be required under PL 98-524 or any amendments thereto

12. **Promote the Use of and Expansion of Computer-Assisted Guidance Services and Labor Market Planning Information**

Objectives

- o Maintain fiscal 1989 computer-assisted guidance program, services and activities
- o Expand the availability of guidance and career information systems to rural schools
- o Provide three labor market planning workshops for counselors, administrators and instructors

B. The following goals and objectives for 1989 and 1990 have been developed by the Board of Regents as a result of joint planning on behalf of **POSTSECONDARY technical and vocatinoal education programs** in Montana:

1. **To improve the quality of all postsecondary technical and vocational programs at the two-year and certificate levels in Montana**

Objectives:

- o Establish consistent statewide policies, procedures, and guidelines for approving, revising, and disapproving postsecondary technical and vocational education programs and courses
- o Strengthen the academic component of postsecondary technical and vocational programs through more effective integration of mathematics, sciences, communications, and computer literacy into curricula

- o Develop role and scope statements for each of the five vocational-technical centers which are consistent with the mission of the campus on a community and state level

- o Continue current efforts to replace inadequate or obsolete laboratory equipment in postsecondary technical and vocational education programs

- o Develop a system of coordinated statewide planning and evaluation of postsecondary technical and vocational programs and courses to assure compliance with quality standards and efficient use of resources

- o Establish, in coordination with the Office of Public Instruction, a Montana Center for Vocational Education Research, Curriculum and Personnel Development

- o Develop a plan for greater involvement of the private sector in recruiting students, upgrading/improving programs, and providing training sites

- o Provide a plan by which vocational-technical center faculty can obtain advanced degrees or continuing education on an ongoing basis

2. **To ensure greater educational opportunities for diverse populations of technical and vocational students in postsecondary programs**

   Objectives:

   - o Enhance student articulation through the development of coordinated agreements between secondary and postsecondary educational institutions which are designed to facilitate approriate forward progress of students

   - o Encourage institutional research on student success and outcomes as specifically related to postsecondary technical and vocational programs

   - o Establish an effective career development program which provides educational opportunities in a variety of higher education settings and includes career information/planning, counseling, academic advisement, assessment, placement, and student/employer follow-up

   - o Enhance potential for appropriate transfer of credit for technical and vocational courses between two and four year institutions in Montana

   - o Develop a system of evaluation and follow-up of the assessment, remedial and academic/vocational support services which are provided on behalf of disadvantaged vocational education students at the postsecondary level

3. **To enhance the image of postsecondary technical and vocational education programs at all appropriate institutions**

   Objectives:

- o Develop, implement, and maintain a comprehensive strategy for marketing technical and vocational education programs at the postsecondary level in Montana

- o Strengthen current efforts designed to broaden public awareness of technical and vocational programs and their role in preparing and maintaining a qualified workforce for the state

- o Conduct at least one (1) planning conference each program year which will focus on major issues confronting technical and vocational education, master planning, economic development needs, marketing strategies, and linkage/collaboration with business and industry

- o Encourage alliances between educators, administrators, and staffs at vocational-technical centers, community colleges, and appropriate senior-level institutions which coalesce around a common desire to promote and strengthen technical and vocational education in Montana

4. To refine the process for administration of the Carl D. Perkins Vocational Education Act as it applies to eligible recipients in Montana

Objectives:

- o Redesign the current Request for Proposals (RFP) in such a way that it is simplified, clarified, streamlined, and reflective of input from postsecondary eligible recipients

- o Establish a timeframe for the RFP process which allows greater time for recipient planning and development of postsecondary proposals

- o Develop a Technical Assistance Manual which clearly describes and illustrates the RFP process; disseminate the Technical Assistance Manual to all postsecondary eligible recipients

- o Supplement the Technical Assistance Manual with technical assistance bulletins of additional or clarifying information as needed

- o Deliver a minimum of two (2) technical assistance workshops throughout the state each program year in an ongoing attempt to inform eligible recipients about the Act, its provisions, and the application process

2. PLANNING FOR IMPLEMENTATION OF TITLE II, PART A: VOCATIONAL EDUCATIONAL OPPORTUNITIES

The Board of Regents shall allocate in each fiscal year 57 percent of Title II funds to provide vocational education services and activities which are designed to meet the special needs of and to enhance the participation in vocational education programs of:

- o handicapped individuals 10%
- o disadvantaged individuals 22%
- o adults who are in need of training or retraining 12%
- o individuals who are single parents or homemakers 8.5%
- o individuals who participate in vocational education programs designed to eliminate sex bias and stereotyping 3.5%
- o criminal offenders who are serving in a correctional institution 1%

A. FEDERAL SHARE OF COSTS

The federal share of costs (in Title II, Part A) for each fiscal year shall be 50 percent of the costs for vocational education programs/services/activities designed to assist these groups:

- o handicapped individuals
- o disadvantaged individuals
- o adults in need of training or retraining

The expenditure of Title II, Part A funds need not be matched on an activity-by-activity basis, but may be matched on an aggregate, program-by-program basis. Procedures for an aggregate match will be developed for implementation in fiscal year 1989.

The federal share of costs (in Title II, Part A) for each fiscal year shall be 100 percent of the costs for vocational education programs/services/activities designed to assist these groups:

- o individuals who are single parents or homemakers
- o individuals who are participants in vocational education programs designed to eliminate sex bias and stereotyping
- o criminal offenders who are serving in correctional institutions

The federal share for each fiscal year for local administrative costs of projects serving these targeted populations shall be 50 percent of total costs.

B. **ASSESSMENT OF THE SPECIAL NEEDS OF THE TRADITIONALLY UNDERSERVED POPULATIONS TARGETED IN TITLE II, PART A**

This group of "traditionally underserved populations" has been defined to mean those persons who fit into one or more of the six categories defined earlier in this section.

In planning vocational education programs which include students representative of these traditionally underserved groups, the eligible recipient shall identify special needs of such students, in addition to making an assessment of the labor market demands for the occupations for which they will be prepared. Planning must include consideration of the special modifications in equipment, facilities and timetables which may be required in order for these special needs students to succeed in the workplace.

C. **SERVICES AND ACTIVITIES DESIGNED TO MEET THE SPECIAL NEEDS OF HANDICAPPED AND DISADVANTAGED STUDENTS**

The State Board shall allocate 10 percent of Title II funds for handicapped individuals and 22 percent of such funds to disadvantaged individuals (including persons with limited English proficiency).

The federal share (50 percent) of expenditures for handicapped and disadvantaged students in vocational education shall be used only for: supplemental or additional staff, equipment, materials, and services which are not provided for other vocational education students but which are essential for handicapped or disadvantaged students to participate in the regular program; excess costs above the average per pupil expenditure for staff, equipment, materials, and services which are provided in a separate program for disadvantaged or handicapped students if the conditions of these students require a separate program. For example:

- Federal funds may be used to pay 50% of supplemental/additional or excess costs of teachers or teacher aides who support handicapped students enrolled in vocational education programs

- Federal funds may be used to pay 50% of supplemental/additional or excess costs of specialized equipment or specialized adaptations of equipment necessary for handicapped students to participate in vocational education programs

  Funds available for the disadvantaged may also be expended for the acquisition of modern machinery and tools in schools where at least 75 percent of the students enrolled are economically disadvantaged.

- Federal funds may be used to pay the supplemental/additional or excess costs of materials, such as individualized instructional materials, specially designed workbooks or textbooks, and self-paced individualized learning materials.

- Federal funds may be used to pay the supplemental/additional or excess costs of special services, including vocational assessment services, specialized guidance/counseling/career development services and counseling services which facilitate the transition from school to work. Such funds may also be used to support inservice activities which assist vocational education teachers, counselors and administrators to better serve the special needs of handicapped and disadvantaged students who are enrolled in vocational education programs

D. **CRITERIA FOR SERVICES AND ACTIVITIES FOR HANDICAPPED AND DISADVANTAGED STUDENTS**

The Board of Regents assures that all students (including women, members of minority groups, handicapped individuals, disadvantaged persons, and those with limited English proficiency) shall have equal access to vocational education programs, services, and activities in Montana.

Each eligible recipient will be required to make an annual public notice to students, parents, employees, and to the general public in English (as well as in the community's second language, where appropriate) that it does not discriminate against students or employees on the basis of:

--race
--color
--national origin
--sex
--age
--handicap

The public notice shall contain the following information:

- the name, address and telephone number of the individual designated to coordinate the various compliance activities related to Title IX (equity) and Section 504 (accessibility)

- an assurance that a lack of English language skills will not be a barrier to enrollment in a vocational education program

- a brief summary of vocational education program offerings

Each eligible recipient will be required to place similar nondiscrimination statements in its handbooks, publications and catalogues, including enrollment and employment application forms.

Placement activities such as counseling, guidance, and job referrals will be conducted on a nondiscriminatory basis.

Program activities for handicapped persons will be provided in the least restrictive environment. Special provisions for special education instruction, curricular adaptations, and supplemental support services will be made available to each handicapped student in an effort to ensure his/her success in the vocational education program.

Board of Regents and Office of Public Instruction state staffs will monitor enrollment procedures, eligibility criteria, and facilities provided by each eligible recipient to assure that handicapped and disadvantaged individuals have equal access to vocational education programs.

E. IDENTIFICATION OF HANDICAPPED INDIVIDUALS

When applied to individuals for the purposes of PL 98-524, the term "handicapped" means those individuals who are:

- mentally retarded
- hard of hearing or deaf
- speech impaired
- visually handicapped
- seriously emotionally disturbed
- orthopedically impaired
- other health impaired
- persons with specific learning disabilities who require special education and related services and who (because of their handicapping condition) cannot succeed in a regular vocational education program without special assistance

F. IDENTIFICATION OF DISADVANTAGED INDIVIDUALS

The term "disadvantaged" shall mean individuals other than handicapped persons who have economic and/or academic disadvantages which result in their need for certain special assistance or service in order to succeed in vocational education programs.

The term "disadvantaged" may be used to include individuals who are:

- members of economically disadvantaged families
- migrants
- persons with limited English proficiency (LEP)
- persons who are dropouts from secondary education
- persons who are identified as potential dropouts from secondary education

The definition does not include individuals with learning disabilities.

"Academically" disadvantaged means an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or who fails to attain minimal academic competencies.

"Economically" disadvantaged means a family or an individual who is considered to be of low income on the basis of eligibility for: free or reduced-price school lunch; AFDC or other public assistance programs; a Pell grant or comparable State program of need-based financial assistance; or participation in programs under Title II of the JTPA. In addition, an annual income at or below the official poverty line established by the Director of the federal OMB is accepted as an indicator of economic disadvantage.

G. **SERVICES AND ACTIVITIES DESIGNED TO MEET THE SPECIAL NEEDS OF ADULTS WHO ARE IN NEED OF TRAINING OR RETRAINING**

The Board of Regents shall allocate 12 percent of the funds available under Title II for vocational education efforts aimed toward the assistance of adults who are in need of training or retraining in Montana.

The Board of Regents may set aside and retain at the state level up to 20 percent of this amount so that such programs and activities may be conducted on a statewide basis.

The Board of Regents may authorize funds from the adult training/retraining allocation for the following types of activities:

- o programs or projects which provide for, improve, or expand postsecondary vocational education services and opportunities at all institutional levels for the training or retraining of adults (including programs for older adults and displaced homemakers)
- o additional training under Title III of the Job Training Partnership Act (JTPA)
- o costs of serving adults in other vocational education programs (including such costs as keeping educational facilities open for longer periods of time)
- o organized programs designed for individuals who have completed or left high school and in which credit may be awarded toward a degree at the associate (but not baccalaureate or higher degree) level
- o adults who have already entered the labor market or who have completed or left high school and are enrolled in vocational education programs not otherwise described in this section

H. **IDENTIFICATION OF ADULTS WHO ARE IN NEED OF TRAINING OR RETRAINING**

The Board of Regents will identify as "adults in need of training or retraining" those individuals who are above the compulsory school age and who belong in one of these following categories:

- o persons who have graduated from or left high school and who are in need of additional vocational education so that they may enter the workforce

- unemployed persons who are in need of vocational training so that they may successfully gain employment or increase their chances for employment

- employed persons who require additional vocational training so that they may retain their jobs or who need such training so that they may qualify for higher paid or more dependable employment

- displaced homemakers and single heads of households who are entering or reentering the workforce

- persons who are in need of vocational training so that they may seek new employment opportunities or who need retraining in new skills which are required as a result of technological advances

- workers who are 55 years of age or older

I. SERVICES AND ACTIVITIES DESIGNED TO MEET THE SPECIAL NEEDS OF SINGLE PARENTS AND HOMEMAKERS

The Board of Regents shall allocate 8.5 percent of funds available for Title II for vocational education activities developed on behalf of single parents and homemakers in Montana.

The Board may set aside and retain at the state level up to 20 percent of this amount so that such programs and activities may be conducted on a statewide basis.

The Board of Regents may authorize funds from the single parent and homemaker allocation for the following types of activities:

- programs which provide vocational education and training activities, including basic literacy instruction and necessary educational materials, that will furnish single parents and homemakers with marketable skills

- programs which provide for expanding vocational education services when this expansion directly increases the eligible recipients' capacity for providing single parents and homemakers with marketable skills

- programs located in community-based organizations which provide vocational education services to single parents and homemakers, if the state determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents and homemakers, taking into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants

- programs which make vocational education and training more accessible to single parents and homemakers by assisting them with child care or transportation services or by organizing and scheduling the programs so that such programs are more accessible

- activities which provide information to single parents and homemakers to inform them of vocational education programs and related support services

NOTE: Priority will be given to the direct provision of services to single parents and homemakers in areas of Montana with limited social services and other vocational education opportunities. Emphasis also will be placed on assisting individuals with the greatest financial need. Special consideration will be given to homemakers who, because of divorce, separation, disability or death of a spouse, must now prepare for paid employment.

J. **IDENTIFICATION OF SINGLE PARENTS AND HOMEMAKERS**

The Board of Regents will identify as a "single parent" a person who is unmarried or legally separated from a spouse and who has a minor child or children for which the parent has either custody or joint custody, or a single pregnant woman.

The Board of Regents will identify as a "homemaker" a person who is an adult and who has worked as an adult primarily without pay to care for the home and family and who, for that reason, has diminished marketable skills for entering the workforce.

K. **SERVICES AND ACTIVITIES DESIGNED TO MEET THE SPECIAL NEEDS OF INDIVIDUALS WHO PARTICIPATE IN VOCATIONAL EDUCATION PROGRAMS WHICH ELIMINATE SEX BIAS AND STEREOTYPING**

The Board of Regents shall allocate 3.5 percent of Title II funds for vocational education activities designed to eliminate sex bias and stereotyping.

The Board may set aside and retain at the state level up to 20 percent of this amount so that such programs and activities may be conducted on a statewide basis.

The following activities may be authorized by the Board of Regents on behalf of this section of PL 98-524:

- programs, services, and activities designed to eliminate sex bias and stereotyping in secondary and postsecondary vocational education

- vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families. (The age limitations may be waived by the Human Resource Development Officer.)

L. **IDENTIFICATION OF INDIVIDUALS WHO PARTICIPATE IN VOCATIONAL EDUCATION PROGRAMS TO ELIMINATE SEX BIAS AND SEX STEREOTYPING**

Such individuals may be identified through outreach programs, social service organizations, recruitment and other student identification activities.

M. **SERVICES AND ACTIVITIES DESIGNED TO MEET THE SPECIAL NEEDS OF CRIMINAL OFFENDERS**

The Board of Regents shall allocate 1 percent of the funds available under Title II for vocational education services and activities designed to meet the special needs of, and to enhance the participation of criminal offenders who are serving in a correctional institution in Montana.

The Board of Regents may set aside and retain at the state level up to 20 percent of this amount so that such programs and activities may be conducted on a statewide basis.

N. **IDENTIFICATION OF CRIMINAL OFFENDERS**

The Board of Regents will identify as a "criminal offender" that individual who is charged with or convicted of any criminal offense (including a youth or juvenile offender).

Criminal offenders must be serving in a correctional institution such as:

- a prison or jail
- a reformatory or detention center
- a work farm
- a halfway house or community-based rehabilitation center
- any other similar institution designed to confine or rehabilitate persons who are criminal offenders

O. **OTHER PROGRAMS/SERVICES/ACTIVITIES FUNDED UNDER TITLE II, PART A**

Title II funds may be used for the following activities, subject to approval by the Board of Regents:

- basic skills instruction for vocational education students which is related to their educational program whenever the Superintendent of Public Instruction (secondary) or the Board of Regents (postsecondary) determines that such instruction is necessary to meet special needs of the targeted populations identified previously in this section
- the provision of educational training through arrangements with private vocational schools, private postsecondary education institutions, and employers wherever such institutions or employers can make significant contribution to the accomplishment of the objectives of the State Plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services which are not available at public institutions

NOTE: At the discretion of the Board of Regents, Title II, Part B funds that are unexpended in a program year may be redirected to Title II, Part A use in the following program year, provided those redirected funds are expended in accordance with Title II, Part B requirements (e.g., dollar-for-dollar match).

3. PLANNING FOR IMPLEMENTATION OF TITLE II, PART B: VOCATIONAL EDUCATION PROGRAM IMPROVEMENT, INNOVATION AND EXPANSION

The Board of Regents shall allocate in each fiscal year 43 percent of its Title II funds for vocational education program improvement, innovation and expansion.

The Board may set aside and retain at the state level up to 20 percent of such funds so that programs may be conducted on a statewide basis.

NOTE: Title II, Part B funds may be used to pay 50 percent of the costs of programs/services/activities associated with this section of PL 98-524.

The Board of Regents may approve the use of Title II, Part B funds for:

- the improvement of quality of vocational education programs, including high technology programs which involve industry-education partnerships, apprenticeship training and the provision of technical assistance

  For example, the improvement of such programs may include the following:

  - -- modifying or upgrading equipment to meet current business and industry specifications
  - -- the acquisition of new state-of-the-art equipment
  - -- the acquisition of teaching aids
  - -- expanding curriculum to include new and emerging technologies
  - -- conducting and participating in inservice education programs designed to assist vocational educators to improve program quality
  - -- providing technical assistance to eligible recipients
  - -- the acquisition of equipment to expand vocational programs

- the expansion of vocational education activities necessary to meet student needs, such as:

  - -- programs conducted outside the school day for students unable to participate during the regular school day
  - -- employment of teacher aides
  - -- developing and conducting short-term laboratory courses to complement the on-the-job training of cooperative education students

- the introduction of new vocational education programs, particularly in economically depressed urban and rural areas

- the creation or expansion of vocational education programs designed to train workers in skilled occupations needed to revitalize business and industry or to promote the entry of new business and industry

- those exemplary and innovative vocational education programs which stress new and emerging technologies and which are designed to strengthen vocational education services and activities

- the improvement and expansion of postsecondary and adult vocational education programs and related services for out-of-school youth and adults which may include upgrading the skills of:

  -- employed workers

  -- workers who are unemployed or threatened with unemployment as a result of technological change or industrial dislocation

  -- workers with limited English proficiency

  -- displaced homemakers and single heads of households

- the improvement and expansion of career counseling and guidance

- programs relating to curriculum development in the state (including the application of basic skills training)

- special courses and teaching strategies designed to teach the fundamental principles of mathematics and science as an integral part of the vocational or prevocational program

- vocational education student organizations

- acquisition of high technology equipment for vocational education programs

- day care services for children of students in secondary and postsecondary vocational education programs

- programs related to modern industrial and agricultural arts

- prevocational programs which provide students with a greater understanding of vocational education programs

- acquisition and operation of communications and telecommunications equipment for vocational education programs

- provision of inservice and preservice training which is designed to increase the competence of teachers, guidance personnel, and administrators, including special emphasis on the integration of handicapped and disadvantaged students in regular vocational education programs

- o provision of stipends for students entering or already enrolled in vocational education programs who have acute economic need which cannot be met under work-study programs

4. PLANNING FOR IMPLEMENTATION OF TITLE III: SPECIAL PROGRAMS

Title III funds under the Carl D. Perkins Vocational Education Act may be used to pay 100% of costs of certain special programs described in this section.

A. TITLE III, PART A: STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS BY COMMUNITY-BASED ORGANIZATIONS

The Board of Regents may allocate Title III, Part A funds for certain vocational education programs or activities which are planned jointly by eligible recipients and community-based organizations (CBOs) within Montana. Eligible recipients and CBOs that desire to conduct such programs shall prepare jointly a program application, including the shared budget.

Such applications shall be submitted to the Board of Regents and shall contain at least the following items:

- o an agreement between the CBO and the eligible recipients in the area to be served, which includes the designation of fiscal agents established for the program
- o a description of the program, service, or activity for which assistance is sought, together with evaluation criteria to be applied to the program
- o assurances that the CBO will give special consideration to the needs of severely economically and educationally disadvantaged youth ages 16 through 21, inclusive
- o assurances that business concerns will be involved, as appropriate, in services and activities for which assistance is sought
- o a description of the collaborative efforts with the eligible recipients and the manner in which the services and activities for which assistance is sought will serve to enhance the enrollment of severely economically and educationally disadvantaged youth into vocational education programs
- o assurances that the programs conducted by the CBO will conform to the applicable standards of performance and measures of effectiveness required of vocational education programs in the state

1. Use of Funds Under Title III, Part A. The Board of Regents may approve funds for the following types of programs planned jointly by CBOs and eligible recipients:

   - o outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment, or other education and training

- o transitional services such as attitudinal and motivational prevocational training programs
- o prevocational educational preparation and basic skills
- o special prevocational preparations programs targeted for inner-city youth, non-English speaking youth, Appalachian youth, and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs
- o career intern programs
- o assessment of student needs in relation to vocational education and jobs
- o guidance and counseling to assist students with occupational choices and with the selection of a vocational education program

B. **TITLE III, PART B: CONSUMER AND HOMEMAKING EDUCATION**

The Board of Regents may allocate funds from this category to secondary school districts to conduct approved consumer and homemaking vocational education programs, including the following:

- o instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking
- o instruction in the areas of food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management) and clothing and textiles

1. **Use of Funds Under Title III, Part B.** The Board of Regents may approve funds for programs designed for the following purposes:

   - o to conduct programs in economically depressed areas
   - o to encourage participation of traditionally underserved populations
   - o to encourage the elimination of sex bias and sex stereotyping
   - o to address priorities and emerging concerns at the local, state, and national levels

   NOTE: Not less than one-third of Title III, Part B funds shall be expended in economically depressed areas or areas with high rates of unemployment. This portion of the funds shall be expended for programs designed to assist consumers and to help improve home environments and the quality of family life.

5. STATE RESTRICTIONS ON EXPENDITURE OF PERKINS FUNDS

- Carl D. Perkins Vocational Education Act funds will not be used to purchase over-the-road vehicles which are designed to transport people. Section 20-10-101 of the Montana Code Annotated requires that transportation of primary and secondary school students to and from curricular activities must be done in a school bus that meets the requirements of Section 20-10-102, M.C.A. All vehicular equipment must be for instructional purposes only. Vehicles such as pickup trucks, earth moving equipment and farm implements used in construction classes or on school farms may be approved on a case-by-case basis providing the particular vehicle can be directly associated with an instructional unit within the vocational curriculum. Items such as station wagons, cars and passenger vans will not be approved for purchase.

- Carl D. Perkins Vocational Education Act funds may not be used to subsidize, reimburse or pay for unregistered or unlicensed dependent care, or such care provided by vocational education student family members.

(AMENDMENTS)

- Carl D. Perkins Vocational Education Act funds may be used to apply the latest technological advances to courses of instruction. Only state-of-the-art instructional equipment, not obsolete or low technology instructional equipment, may be purchased within approved grants, e.g., computers may be purchased, but not typewriters.

- Indirect costs eligible to be used as match for Carl D. Perkins Vocational Education Act funds shall be based on the following formula:

Total Indirect Costs Allowable	(1)
- 8% Direct Charges to the Grant	(2)
Allowable Indirect Costs for Match	(3)

in which (1) total indirect costs are calculated by taking the federal portion of the Perkins grant (excluding equipment) times the requesting agency's approved restricted indirect cost rate; (2) the applicable federal portion of the Perkins grant determined under (1) is multiplied by 8% to provide the recoverable federal indirect cost amount; and (3) the recoverable amount calculated under (2) is subtracted from the total allowable indirect costs amount determined under (1). The result is the amount of indirect costs eligible to be used as state/local matching funds in satisfying the cost-sharing requirements of Perkins funds.

- Montana state law states that: "Related and supplemental instruction for apprentices, coordination of instruction with job experiences, and the selection and training of teachers and coordinators for such instruction shall be the responsibility of state and local boards responsible for vocational education." (Section 39-6-103, **Montana Code Annotated**) In order to help provide apprenticeship-related instruction, $60,000 of the funds in the Adult category of Title II, Part A of the Carl D. Perkins Vocational Education Act will be dedicated to paying qualified apprenticeship instructor's salaries at the rate of approximately $9.00 per hour. Because Montana is a sparsely populated state, an additional $8,000 of Adult funds will be set aside to pay for delivery of approved home study courses for apprentices who do not have ready access to classroom instruction.

SECTION C: APPENDICES

APPENDIX A

Assurances for Secondary Vocational Education

The State Superintendent of the Office of Public Instruction issues the following assurances to the Board of Regents as the State Board for vocational education in concert with federal regulations governing Public Law 98-524.

The Superintendent of Public Instruction assures that:

The Office of Public Instruction will comply with the requirements of Titles II and III of the Act and, where necessary, will describe the manner in which the Office of Public Instruction will cumply with those requirements.

The Office of Public Instruction ensures that provisions will be made for handicapped and disadvantaged students in private elementary and secondary schools to participate in vocational education programs assisted under Part A of Title II in accordance with Section 113(bX1Xc).

The Office of Public Instruction will provide relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex.

The Office of Public Instruction will fund programs of personnel development and curriculum development to further the goals identified in the State Plan.

The vocational education needs of those identifiable segments of the population in the state with the highest rates of unemployment have been assessed and such needs are reflected in and addressed by the State Plan.

The Office of Public Instruction will, in accordance with Section 113(bX9):

- o develop measures for evaluating the effectiveness of programs assisted under the Act in meeting needs identified in the State Plan including appropriate measures for evaluating the effectivness of programs for the handicapped; and
- o evaluate each program year, all of the project services and activities under Titles II and III of at least 20% of the participating eligible recipients.

No funds will be expended under this Act to acquire equipment which results in a direct financial benefit to any organization representing the interest of the purchasing entity, its employees, or any affiliate of such an organization.

For each fiscal year, expenditures for career guidance and counseling from allotments for Title II will not be less than the expenditures for such guidance in counseling for FY 1984 assisted under Section 134(a) of the Vocational Education Act of 1963.

Federal funds will be used to supplement and, to the extent practical, increase the amount of state and local funds that would in the absence of such federal funds be made available for the uses specified in the State Plan, and in no case supplant such state or local funds.

The Office of Public Instruction will provide for such fiscal control and fund accounting procedures necessary to assure the proper disbursement of, and accounting for, federal funds paid to the state which flow to the Office of Public Instruction, including funds paid by the state to eligible recipients.

The state, in accordance with Section 113(b)(1)(A) and 203(a), will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals to provide:

(1) for equal access:

- o in recruitment, enrollment, and placement activities; and
- o to the full range of vocational education programs available including occupational specific courses of study, cooperative education, and apprenticeship programs;

(2) for programs and activities for handicapped individuals in the least restrictive environment and which, whenever appropriate, are included as a component of the student's Individualized Education Plan, and

(3) which are planned through the coordination of appropriate representatives of vocational education and special education.

Ed Argenbright, Superintendent
Office of Public Instruction

4-29-88
Date

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HOUSE BILL NO. 39

INTRODUCED BY DONALDSON, BLAYLOCK, RASMUSSEN, LORY, M. WILLIAMS, REAM, MCCALLUM, MAZUREK, GRADY, DUDAILY

BY REQUEST OF THE JOINT INTERIM SUBCOMMITTEE ON VO-TECHS/JOB TRAINING

A BILL FOR AN ACT ENTITLED: "AN ACT TRANSFERRING GOVERNANCE OF THE POSTSECONDARY VOCATIONAL-TECHNICAL CENTERS TO THE BOARD OF REGENTS OF HIGHER EDUCATION; RENAMING POSTSECONDARY VOCATIONAL TECHNICAL CENTERS AS VOCATIONAL-TECHNICAL CENTERS, ALLOWING FOR A VOTE FOR AN ADDITIONAL LEVY TO SUPPORT A CENTER; REQUESTING THE BOARD OF REGENTS TO REPORT TO THE 51ST LEGISLATURE ON POSSIBLE REORGANIZATION OF POSTSECONDARY VOCATIONAL-TECHNICAL EDUCATION; APPROPRIATING MONEY FROM THE LOCAL IMPACT AND EDUCATION TRUST FUND ACCOUNT TO THE BOARD OF REGENTS TO HELP FUND THE VOCATIONAL TECHNICAL CENTERS; AMENDING SECTIONS 19-6-302, 20-1-101, 20-1-103, 20-1-106, 20-6-501, 20-7-301, 20-7-302 1, 20-7-303, 20-7-311, 20-7-312, 20-7-314, 20-7-322, 20-7-324, 20-7-325, 20-7-327, 20-7-332, 20-7-333, 20-9-401, 20-9-511, 19-21-118, AND 90-6-211, MCA; REPEALING SECTIONS 20-7-306, 20-7-313, 20-7-323, 20-7-326, AND 20-7-331, 20-9-404, AND 20-9-405, MCA; AND PROVIDING AN EFFECTIVE DATE."

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF MONTANA:

NEW SECTION. Section 1. Powers and duties of board of regents. The board of regents has general administrative and supervisory control over vocational-technical center education and shall:

(1) establish and when necessary amend a plan for the orderly development of vocational-technical center education that is consistent with federal and state law, controlled to prevent unnecessary duplication, and funded to ensure necessary growth and quality education;

(2) adopt standards for courses and programs;

(3) implement a review process for establishing and deleting programs and courses that recognizes the present and future needs of employers and provides qualified graduates for positions for which there is or may in the near future be a demand;

(4) establish student entrance and graduation requirements;

(5) appoint a director, to serve at the pleasure of the board, for each vocational-technical center and establish minimum qualifications for faculty, directors, administrative staff, and other personnel;

(6) appoint a DEPUTY commissioner of vocational-technical center education, to serve at the pleasure of the board;

(7) establish student tuition and prescribe the bases and limitations for charging of fees, taking into account funding available from all other sources AND THE PROVISIONS OF 20-7-112(1).

(8) determine the amount to be paid for the lease of buildings;

(9) adopt budget requests for the vocational-technical center education system;

(10) establish a procedure by which students can receive part of their education and training through programs, courses, and on-the-job training offered by the private sector and not available at the centers;

(11) establish a procedure by which qualified persons in the private sector can participate in the training and teaching of students in the centers' classrooms when such persons have training, knowledge, and skills not available through the centers' faculty;

(12) provide means by which the centers' faculty can obtain advanced education and training in new areas and either be reimbursed for their expenses or raised to a higher salary level, or both;

(13) establish for the various centers uniform policies for recordkeeping; financial transactions; accounting; maintenance; recruiting, guidance, and placement of students; examinations; personnel relations; and other

matters as determined by the board;

(14) negotiate with the bargaining representative for personnel of each center or the personnel of the center system in a manner consistent with state and federal law;

(15) work with other institutions of higher education to implement the transfer of course credits between those institutions and the vocational-technical centers; and

(16) adopt rules and procedures to implement this section and to carry out any other powers and duties of the board.

NEW SECTION. Section 3. Sole state agency for federal vocational education requirements. (1) The board of regents is the sole state agency for purposes of the 1985 1984 federal Carl D. Perkins Vocational Education Act, 48--U.S.C. 2301;--et--seq.; AS MAY BE AMENDED, which requires a state participating in programs under that act to designate a state board or agency as the sole state agency responsible for administration or supervision of the administration of those programs.

(2) THE BOARD OF REGENTS SHALL CONTRACT WITH THE SUPERINTENDENT OF PUBLIC INSTRUCTION FOR THE ADMINISTRATION AND SUPERVISION OF K-12 VOCATIONAL EDUCATION PROGRAMS, SERVICES, AND ACTIVITIES ALLOWED BY THE 1984 FEDERAL CARL D. PERKINS VOCATIONAL EDUCATION ACT, AS MAY BE AMENDED, AND IN CONCERT WITH THE STATE PLAN FOR VOCATIONAL EDUCATION

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required by the federal act. The board of regents may contract with other agencies for the administration and supervision of other vocational education programs, services, and activities that receive funding allowed by the 1984 federal carl d perkins vocational education act, as may be amended.

NEW SECTION. Section 3. Local advisory boards. The board of trustees of a school district in which a vocational-technical center is located shall appoint a local advisory board, composed of at least five residents of the county where the center is located, to act in an advisory capacity to the center and the board of regents.

NEW SECTION. Section 4. Duties of the deputy commissioner of vocational-technical center education. The deputy commissioner of vocational-technical center education shall, under the rules and policies of the board of regents:

(1) be the chief administrative officer for the board of regents for the administration of the vocational-technical center rules and policies.

(2) employ, within the limits of any legislative appropriation and with the confirmation of the board of regents, the staff necessary for the state supervision and administration of the board's vocational-technical center rules and policies.

(3) [illegible] and [illegible] to [illegible]

centers.

(4) report the status of vocational-technical center education in Montana when requested by the board of regents; and

(5) perform any other duties assigned by the board of regents.

NEW SECTION. Section 5. Existing center employees. (1) The rights of persons employed by a vocational-technical center under a collective bargaining agreement in effect prior to during THE PERIOD FROM JULY 1, 1987, TO July 1, 1989, may not be impaired, AND THEY MAY, AT ANY TIME PRIOR TO JULY 1, 1989, EXERCISE ANY RIGHT THEY HAVE UNDER A COLLECTIVE BARGAINING AGREEMENT TO TRANSFER TO ANOTHER POSITION WITHIN THE SCHOOL DISTRICT.

(2) A person employed by a center under a school district on June 30, 1989, becomes an employee of the board of regents on July 1, 1989.

(3) Following the effective date of this section, the employees of any center OF THE BOARD OF REGENTS may apply to the board of personnel appeals for determination of the appropriate bargaining unit or units for the purposes of collective bargaining for a contract or contracts to be negotiated with the board of regents prior to July 1, 1989.

(4) If a person is employed by a center in any [illegible] on July 1, 1989, and has accumulated sick

vacation, or other leave and years of service with a school district, such leave and years of service shall be transferred fully regardless of the length of employment with the district in which the center is located.

Section 6. Section 19-6-302, MCA, is amended to read:

"19-6-302. Active membership. (1) Unless otherwise provided by this chapter, the following persons must be active members of the retirement system, with the exception that those persons who became eligible for membership on September 1, 1937, or on September 1, 1939, and who elected not to become members under the provisions of the law at that time are not required to be members:

(a) any person who is a teacher, principal, or district superintendent as defined in 20-1-101;

(b) any person who is an administrative officer or a member of the instructional or scientific staff of a unit of the Montana university system or a vocational-technical center;

(c) any person employed in an instructional services capacity by the office of the superintendent of public instruction, the office of a county superintendent, a special education cooperative, a public institution of the state of Montana, the Montana state school for the deaf and blind, or a school district;

(d) any person who has elected not to become a member of the retirement system and is rendering service in a capacity prescribed by (a), (b), or (c) of this subsection (1);

(e) any person who has elected not to become a member of the retirement system, who has been continuously employed in a capacity prescribed by (a), (b), or (c) of this subsection (1) since the time of such election, and who may thereafter elect to become a member of the retirement system.

(2) In order to be eligible for active membership, any person described in subsection (1) must:

(a) be employed in the capacity prescribed for his eligibility for at least 30 days in any fiscal year; and

(b) have the compensation for his creditable service totally paid by an employer as defined herein.

(3) At any time a person's eligibility to become a member of the retirement system is in doubt, the retirement board shall determine his eligibility for membership. All persons in similar circumstances shall be treated alike."

Section 7. Section 20-1-101, MCA, is amended to read:

"20-1-101. Definitions. As used in this title, unless the context clearly indicates otherwise, the following definitions apply:

(1) "Agricultural experiment station" means the agricultural experiment station established at Montana state

(8) "Postsecondary vocational technical center" means a school used principally for the provision of postsecondary vocational technical education to persons who qualify as postsecondary vocational technical pupils. These centers are designated by the superintendent of public instruction upon direction by the legislature. All other public or private schools are hereby prohibited from using this title.

(9) "Postsecondary vocational technical education" means vocational technical education of postsecondary vocational technical pupils which is conducted by a postsecondary vocational technical center or other programs as designated by the superintendent of public instruction. Postsecondary vocational technical education shall include the 13th and 14th year and beyond but will not include work toward a baccalaureate degree.

(10) "Postsecondary vocational technical pupil" means a person who has completed or left school, is at least 16 years of age, and is available for study in preparation for entering the labor market, for reentering the labor market or for employment stability or advancement in employment.

(11)(12) "Principal" means any person who holds a valid class 3 Montana teacher certificate with an applicable principal's endorsement that has been issued by the superintendent of public instruction under the provisions of this [illegible] and the policies adopted by the board of public [illegible]

university.

(12) "Average number belonging" or "ANB" shall mean the average number of regularly enrolled, full-time pupils attending the public schools of a district.

(13) "The board of public education" is the board created by Article X, section 9, subsection (1)(b), of the 1972 Montana constitution and 2-15-1507.

(14) "Board of regents" means the board of regents of higher education created by Article X, section 9, subsection (2), of the 1972 Montana constitution and 2-15-1505.

(15) "Commissioner" means the commissioner of higher education created by Article X, section 9, subsection (2), of the 1972 Montana constitution and 2-15-1506.

(16) "County superintendent" means the county government official who is the school officer of the county.

(17) "District superintendent" means any person who holds a valid class 3 Montana teacher certificate with a superintendent's endorsement that has been issued by the superintendent of public instruction under the provisions of this title and the policies adopted by the board of public education and who has been employed by a district as a district superintendent.

(18) "Adult vocational education" means vocational [illegible] public school grades 1 through [illegible] [illegible] [illegible]

education and who has been employed by a district as a principal. For the purposes of this title, any reference to a teacher shall be construed as including a principal, as herein defined.

(107)(10) "Pupil" means any child who is 6 years of age or older on or before September 10 of the year in which the child is to enroll or has been enrolled by special permission of the board of trustees under 20-5-101(3) but has not yet reached his 19th birthday and who is enrolled in a school established and maintained under the laws of the state of Montana at public expense.

(108)(11) "Pupil instruction" means the conduct of organized instruction of pupils enrolled in public schools while under the supervision of a teacher.

(109)(12) "Regents" means the board of regents of higher education.

(110)(13) "School food services" means a service of providing food for the pupils of a district on a nonprofit basis and shall include any food service financially assisted through funds or commodities provided by the United States government.

(111)(14) "The state board of education" is the board composed of the board of public education and the board of regents as specified in Article X, section 9, subsection (1), of the 1972 Montana constitution.

(112)(15) "State university" means the Montana state university, located at Bozeman.

(113)(16) "Superintendent of public instruction" means that state government official designated as a member of the executive branch by the constitution of Montana.

(114)(17) "System" means the Montana university system.

(115)(18) "Teacher" means any person, except a district superintendent, who holds a valid Montana teacher certificate that has been issued by the superintendent of public instruction under the provisions of this title and the policies adopted by the board of public education and who is employed by a district as a member of its instructional, supervisory, or administrative staff. This definition of a teacher shall also include any person for whom an emergency authorization of employment of such person has been issued under the provisions of 20-4-111.

(116)(19) "Textbook" means a book or manual used as a principal source of study material for a given class or group of students.

(117)(20) "Textbook dealer" means any party, company, corporation, or other organization selling, offering to sell, or offering for adoption textbooks to districts in the state of Montana.

(118)(21) "Trustees" means the governing board of a district.

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(49)(22) "University" means the university of Montana, located at Missoula.

(50)(23) "Vocational education" means the instruction to prepare or improve the pupil for gainful employment that does not require a baccalaureate or higher degree. This definition of vocational education shall include guidance and preparatory, related, or technical instruction necessary to prepare the pupil for further vocational education or for entry into employment.

(24) "Vocational technical center" means an institution used principally for the provision of vocational technical education to persons who qualify as vocational technical students. These centers are designated by the board of regents upon direction by the legislature. All other public or private institutions or schools are hereby prohibited from using this title.

(25) "Vocational technical education" means vocational technical education of vocational technical students that is conducted by a vocational-technical center, a unit of the Montana university system, or a community college as designated by the board of regents."

Section 8. Section 20-1-101, MCA, is amended to read:

"20-1-101 Deputy superintendent -- staff. (1) The state superintendent of public instruction shall appoint a deputy superintendent, who is a person of [illegible] the

of vacancy in his office, shall perform all the duties of office until such disability be removed or vacancy be filled. Such deputy shall subscribe, take, and file the oath of office provided by law for other state officers before entering upon the performance of his duties.

(2) The superintendent of public instruction shall have the power to employ, organize, and administer a staff of personnel to assist him in the administration of the duties and services of the office. In organizing his staff, the superintendent of public instruction shall employ:

(a) a supervisor of physical education who is a graduate of an accredited institution of higher education with a master's degree in physical education;

(b) a professional staff for the state supervision and administration of [1] vocational education, and

(c) a special education supervisor who is a graduate of an accredited institution of higher education with a master's degree in a field of special education for the mentally retarded or physically handicapped and who has not less than 3 years' experience in special education."

Section 9. Section 20-3-106, MCA, is amended to read:

"20-3-106. Supervision of schools -- powers and duties. The superintendent of public instruction has the general supervision of the public schools and districts of [illegible]

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in implementing and enforcing the provisions of this title;

(11) resolve any controversy resulting from the proration of costs by a joint board of trustees under the provisions of 20-3-362;

(12) issue, renew, or deny teacher certification and emergency authorizations of employment;

(13) negotiate reciprocal tuition agreements with other states in accordance with the provisions of 20-5-314;

(14) serve on the teachers' retirement board in accordance with the provisions of 2-15-1020;

(15) approve or disapprove the orders of a high school boundary commission in accordance with the provisions of 20-6-311;

(16) approve or disapprove the opening or reopening of a school in accordance with the provisions of 20-6-501, 20-6-503, 20-6-506, or 20-6-505;

(17) approve or disapprove school isolation within the limitations prescribed by 20-9-302;

(18) generally supervise the school budgeting procedures prescribed by law in accordance with the provisions of 20-9-102 and prescribe the school budget format in accordance with the provisions of 20-9-103 and 20-9-506;

(19) establish a system of communication for calculating joint district revenues in accordance with the

provisions of 20-9-151;

(20) approve or disapprove the adoption of a district's emergency budget resolution under the conditions prescribed in 20-9-161 and publish rules for an application for additional state aid for an emergency budget in accordance with the approval and disbursement provisions of 20-9-166.

(21) generally supervise the school financial administration provisions as prescribed by 20-9-201(2).

(22) prescribe and furnish the annual report forms to enable the districts to report to the county superintendent in accordance with the provisions of 20-9-213(5) and the annual report forms to enable the county superintendents to report to the superintendent of public instruction in accordance with the provisions of 20-3-209;

(23) approve, disapprove, or adjust an increase of the average number belonging (ANB) in accordance with the provisions of 20-9-313 and 20-9-314;

(24) distribute state equalization aid in support of the foundation program in accordance with the provisions of 20-9-343, 20-9-346, and 20-9-347;

(25) distribute state impact aid in accordance with the provisions of 20-9-304;

(26) provide for the uniform and equal provision of transportation by performing the duties prescribed by the provisions of 20-10-112;

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(11) approve or disapprove an adult education program for which a district proposes to levy a tax in accordance with the provisions of 20-7-305;

(12) request, accept, deposit, and expend federal moneys in accordance with the provisions of 20-9-601;

(13) authorize the use of federal moneys for the support of an interlocal cooperative agreement in accordance with the provisions of 20-9-701 and 20-9-706;

(14) prescribe the form and contents of and approve or disapprove interstate contracts in accordance with the provisions of 20-9-705;

(15) approve or disapprove the conduct of school on a Saturday or on pupil-instruction-related days in accordance with the provisions of 20-1-301 and 20-1-304;

(16) recommend standards of accreditation for all schools to the board of public education and evaluate compliance with such standards and recommend accreditation status of every school to the board of public education in accordance with the provisions of 20-7-101 and 20-7-102;

(17) collect and maintain a file of curriculum guides and assist schools with instructional programs in accordance with the provisions of 20-7-111 and 20-7-114;

(18) establish and maintain a library of visual, aural, and other educational media in accordance with the provisions of [illegible]

(25) license textbook dealers and initiate prosecution of textbook dealers violating the law in accordance with the provisions of the textbooks part of this title;

(26) as the governing agent and executive officer of the state of Montana for 8-11 vocational education, adopt the policies prescribed by and in accordance with the provisions of 20-7-301;

(27) consider applications for the designation of a postsecondary vocational-technical center in accordance with the provisions of 20-7-311;

(28) establish a fund for the handling of postsecondary vocational-technical center fees in accordance with the provisions of 20-7-310;

(29)(27) supervise and coordinate the conduct of special education in the state in accordance with the provisions of 20-7-401;

(30)(28) administer the traffic education program in accordance with the provisions of 20-7-502;

(31)(29) administer the school food services program in accordance with the provisions of 20-10-201, 20-10-202, and 20-10-203;

(32)(30) review school building plans and specifications in accordance with the provisions of 20-6-622;

(33) [illegible]

signals to be used by school safety patrols in accordance with the provisions of 20-1-408; and

(10)(11) perform any other duty prescribed from time to time by this title, any other act of the legislature, or the policies of the board of public education."

Section 10. Section 20-6-501, MCA, is amended to read:

"20-6-501. Definition of various schools. As used in this title, unless the context clearly indicates otherwise, the term "school" means an institution for the teaching of children that is established and maintained under the laws of the state of Montana at public expense. The trustees of any district shall designate the grade assignments for the schools of the district, but for the purposes of this title each school shall be known as:

(1) an elementary school when it comprises the work of any combination of kindergarten, other preschool programs, or the first eight grades or their equivalents. A middle school is a school comprising the work of grades 6 through 8 or any combination thereof that has been accredited as a middle school under the provisions of 20-7-102. When an accredited junior high school or an accredited 6-year high school is operated by the district, grades 7 and 8 or their equivalents shall not be considered as elementary grades.

(2) a high school when it comprises the work of one or more grades of schoolwork or their equivalents intermediate

between the elementary schools and the institutions of higher education of the state of Montana. Types of high schools shall be designated as follows:

(a) a junior high school is a school comprising the work of grades 7 through 9 or their equivalents that has been accredited as a junior high school under the provisions of 20-7-102;

(b) a senior high school is a school which comprises the work of grades 10 through 12 or their equivalents and which is operated in conjunction with a junior high school;

(c) a 6-year high school is a school comprising the work of grades 7 through 12 or their equivalents that has been accredited as a 6-year high school under the provisions of 20-7-102;

(d) a 4-year high school is a school comprising the work of grades 9 through 12 or their equivalents;

(e) a county high school is a 4-year high school operated as an agency of county government and established under the provisions of the acts of March 8, 1899, March 16, 1901, and any subsequent amendments thereto;

(f)--a---postsecondary---vocational-technical center established-under-the-provisions-of-20-7-311."

Section 11. Section 20-7-101, MCA, is amended to read:

"20-7-101. Duties of the superintendent of public instruction. The superintendent of public instruction shall

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be the governing agent and executive officer of the state of Montana for K-12 vocational education. The superintendent of public instruction shall adopt and administer policies to effect the orderly development of a system of K-12 vocational education that is adaptable to changing needs, controlled to prevent unnecessary duplication, coordinated with federal guidelines and requirements for vocational education, and funded to ensure growth and quality programming. In order to accomplish the orderly development of a system of K-12 vocational education, the superintendent of public instruction policies shall include:

(1) a state plan for such development;

(2) standards for K-12 vocational education courses and programs;

(3) the minimum requirements for granting postsecondary vocational technical certificates to graduates;

(4)(3) a review process for the establishment and deletion of programs;

(5) the necessary qualifications that a postsecondary vocational technical center director must possess;

(6)(4) instructor qualifications for K-12 vocational education courses and programs;

(7)(5) criteria for approval of K-12 vocational education courses and programs which are to receive financial assistance;

(8) criteria for receiving, reviewing, and transmitting recommendations on postsecondary vocational-technical center operations and budget requests to the legislature;

(9)(6) a basis for apportionment of all moneys appropriated by the legislature for K-12 vocational education in accordance with the intent of the legislature as reflected in the terms of the appropriation;

(10)(7) a basis for apportionment of all moneys received by the state of Montana for K-12 vocational education from the federal government in accordance with the acts of congress;

(11)(8) a system of evaluation of K-12 vocational education which allows for consideration of the current and projected manpower needs and job opportunities; and

(12) the tuition and fees to be charged at the postsecondary vocational-technical centers, based upon legislative appropriations available to the superintendent of public instruction for postsecondary vocational technical centers;

(13) the allowable costs for rental of buildings for postsecondary vocational technical center purposes;

(14) guidelines for the authority delegated by the superintendent of public instruction to the local school [illegible] regarding postsecondary

vocational technical centers; and

(15)[9] any other policy not inconsistent with public law and which is necessary for the proper operation of a system of K-12 vocational education."

Section 12. Section 20-7-302.1, MCA, is amended to read:

"20-7-302.1. State director of K-12 vocational education -- duties. There is a state director of K-12 vocational education appointed by the superintendent of public instruction. He must:

(1) administer the K-12 vocational education policies adopted by the superintendent of public instruction;

(2) prepare curriculum guides for superintendent of public instruction adoption;

(3) employ, with the confirmation of the superintendent of public instruction, the professional staff necessary for the state supervision and administration of K-12 vocational education;

(4) report the status of K-12 vocational education in the state of Montana when requested by the superintendent of public instruction;

(5) keep all K-12 vocational education records in his office;

(6) provide K-12 vocational education supervisory and consultative assistance to districts;

(7) provide a postsecondary vocational-technical center system policy and procedural handbook for institutional operations that will standardize operations among the centers;

(8) identify and direct the county treasurer in those counties where postsecondary vocational-technical centers are located to establish the necessary multifund structures for postsecondary vocational-technical center financial operations;

(9) meet with the chairman of the board of trustees, district superintendent, and center director of each postsecondary vocational-technical center at least twice each year to discuss recommended changes in the superintendent of public instruction's policies and procedures;

(10) formulate and put into effect uniform fiscal, student, staff, and program accounting systems for the postsecondary vocational-technical centers;

(11)[7] prepare any necessary reports for the superintendent of public instruction or the legislature; and

(12) represent the postsecondary vocational-technical center system to state agencies, associations, and others when appropriate;

(13) recommend a staffing pattern for the postsecondary vocational-technical centers;

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board of regents upon direction of the legislature. Applications for designation must be made in accordance with the following procedure:

(a) The trustees of any high school district, of a county high school, of a community college district, or the governing board of any unit of the Montana university system may submit an application for designation of a postsecondary vocational technical center to be operated by such trustees or governing board. The application for designation shall be submitted in accordance with the time, date, and form requirements prescribed by the superintendent of public instruction. Applicant high school districts, county high schools, or community college districts shall be located in a county with a taxable valuation of at least $65 million.

(b) Applications are to be presented to the superintendent of public instruction. The superintendent of public instruction shall examine the application and draft recommendations. The application, together with all recommendations, shall be presented by the superintendent of public instruction to the next following legislature.

(3) The superintendent of public instruction board of regents shall recognize the presently designated postsecondary vocational technical centers operated by the respective board of trustees or designated prior to the effective date of this act] in school district number 1 of

(4)(a) provide for the evaluation of programs and services within each postsecondary vocational technical center;

(b) provide for evaluation of each postsecondary vocational technical center's ability to meet employment and student vocational technical education needs; and

(5)(6) perform any other duty assigned by the superintendent of public instruction."

Section 13. Section 20-7-301, MCA, is amended to read:

"20-7-301. Districts authorized to Authorization to establish and maintain vocational education courses and programs. The trustees of any K-12 elementary or high school district, community college district, or unit of the Montana university system may establish and maintain a vocational education course or program that complies with the K-12 vocational education standards adopted by the superintendent of public instruction. In order for a course or program to be eligible for state or federal financing, it shall be approved by the superintendent of public instruction for compliance with K-12 vocational education standards."

Section 14. Section 20-7-311, MCA, is amended to read:

"20-7-311. Postsecondary vocational technical vocational technical center designation. (1) Postsecondary vocational technical Vocational technical centers shall be designated by the superintendent of public instruction only

Silver Bow County, high school district number 1 of Lewis and Clark County, high school district "A" of Cascade County, Missoula County high school, and high school district number 2 of Yellowstone County."

Section 15. Section 20-7-312, MCA, is amended to read:

"~~20-7-312.~~ (1) local administration of vocational-technical centers. (1) Subject to the requirements of the laws of the state of Montana and the policies and rules of the superintendent of public instruction as administered by the state director of vocational education, the board of trustees operating a postsecondary board of regents, the director of a vocational-technical center has plan negotiative and supervisory control of the center and shall:

(a) employ, from among qualified applicants, a postsecondary vocational-technical center director;

(b)(a) employ administrative personnel, faculty members, and employees for the postsecondary vocational-technical center according to the policies and procedures rules of the board of trustees regents;

(c)(b) recommend, develop, and submit budgets a recommended budget for the postsecondary vocational-technical centers center;

(d)(c) establish and collect student tuition and fees;

(e)(d) recommend to the superintendent of public

instruction through the state director of vocational education board of regents:

(i) proposals regarding postsecondary vocational-technical center programs, budgets, student services, and public service activities; and

(ii) campus development and program plans for individual postsecondary vocational-technical center buildings;

(f)(e) manage buildings erected and equipped on leased grounds at the vocational technical center;

(g)(f) receive and administer gifts and bequests to the postsecondary vocational-technical center according to a written plan submitted to the superintendent of public instruction board of regents; and

(h)(g) perform any other administrative responsibilities duties not inconsistent with law and required by the superintendent of public instruction board of regents.

(2) The board of trustees operating director of a postsecondary vocational-technical center may not enter into any contract that in any way creates a debt or obligation upon the state for the improvement or construction of postsecondary vocational-technical center buildings on leased property."

Section 16. Section 20-7-316, MCA, is amended to read:

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"20-7-314. Lease or purchase of state property for postsecondary vocational-technical center purposes. (1) The state of Montana, acting by and through the superintendent of public instruction, is hereby empowered and authorized to enter into a board of regents, may lease, agreement for a term not to exceed 40 years, in order to lease to a district operating a postsecondary vocational-technical center any building or lands owned by the state and financed in whole or in part by an appropriation made by the legislature of the state of Montana for the purpose of supporting the district's postsecondary a vocational-technical center. The consideration necessary to support such a lease may be nominal.

(2) The superintendent of public instruction is hereby authorized to transfer or direct transfer of title held by the state of Montana in buildings or lands financed in whole or in part by an appropriation by the state legislature to a district operating a postsecondary vocational-technical center, at any time the superintendent of public instruction deems such transfer to be in the best interests of both the state and the district involved, provided that this authorization extends only to buildings or lands which are to be used by the district for postsecondary vocational-technical education purposes. The state of

of a school district, shall lease or purchase the equity or interest of the school district in any building, land, or other property at a vocational-technical center on terms agreed to between the board of regents and the school district. A purchase may be by lump-sum payment, time payments, the assumption of bonded indebtedness, or any other mutually agreeable method. Money received by a school district from the lease or sale under this subsection (2) of the school district's equity or interest in a building, land, or other property must be credited to the debt service fund, building fund, general fund, or any combination of these funds, at the discretion of the trustees of the school district."

Section 13. Section 20-7-323, MCA, is amended to read:

"20-7-323. State treasurer custodian of vocational education moneys money. (1) The treasurer of the state of Montana is hereby designated as the custodian of all federal and state moneys money designated, appropriated, or apportioned for vocational education. All moneys money received from any federal or state source for the establishment, operation, or furtherance of vocational education in the state shall be deposited with the state treasurer. At the direction of the superintendent of public instruction, he shall disburse all moneys appropriated or money received for a ll vocational education. At the

direction of the board of regents, he shall disburse all money received for vocational-technical education AND FOR VOCATIONAL EDUCATION OTHER THAN 8-12 VOCATIONAL EDUCATION.

(2) The state treasurer is the treasurer for all postsecondary vocational-technical centers, and all money received by postsecondary vocational-technical centers from any source shall be deposited in the state treasury pursuant to 17-6-105, unless the source of the money specifies deposit somewhere other than in the state treasury."

Section 18. Section 20-7-326, MCA, is amended to read:

"20-7-326. Sources of financing for postsecondary vocational-technical center budgets -- superintendent of public instruction administration distribution of funds. (1) The total of the budgets approved by the superintendent of public instruction board of regents shall constitute the total maximum approved statewide vocational-technical center system budget which shall be financed as follows:

(a) The primary source of financing is to be those funds specifically designated by legislative enactment or referendum by the people for financing postsecondary vocational-technical education in Montana.

(b) The board of county commissioners of each county in which a designated postsecondary vocational-technical center is located IN WHICH A DESIGNATED VOCATIONAL-TECHNICAL CENTER IS LOCATED shall levy a tax in each calendar year of

1 1 1/2 1 1 1/2 mills on the dollar of all taxable property,
2 real and personal, within the county TO RAISE THE AMOUNT
3 APPROPRIATED BY THE LEGISLATURE for the support and
4 maintenance of the postsecondary vocational-technical center
5 located within the county system. THE TAX IS TO BE EFFECTIVE
6 FOR THE TAXABLE YEAR PROPERTY TAX YEARS BEGINNING ON OR
7 AFTER JANUARY 1, 1988 1987. IT IS THE INTENT IN THIS
8 SUBSECTION (1)(b) THAT THE COUNTY COMMISSIONERS SHALL LEVY
9 THIS TAX FOR FISCAL YEAR 1988 OPERATION OF THE
10 VOCATIONAL-TECHNICAL SYSTEM AND THEREAFTER.
11 (c) Designated postsecondary vocational-technical
12 centers shall be eligible to receive such funds from the
13 federal government as the superintendent of public
14 instruction board of regents may provide pursuant to
15 applicable acts of congress.
16 (d) The board of trustees of any designated high
17 school district or county high school district where a
18 postsecondary vocational-technical center is located may be
19 requested, as a condition for the construction in that
20 district of a postsecondary vocational-technical center or
21 any part thereof, to furnish up to 50% of the amount of
22 funds requested for any such construction. The percentage of
23 construction funds to be furnished by the designated
24 district shall be derived, in whole or in part, from any of
25 the following sources:

(91)

(i) the sale of bonds issued by that district (such bonds shall be issued in conformity with the requirements of chapter 9, part 6, of this title in the case of high school and county high school districts);

(ii) any other funds available to that district which may be legally and properly applied toward such construction;

(iii) the reasonable value of lands, buildings, fixtures, or equipment furnished by that district, subject to the approval of the superintendent of public instruction.

(2) The superintendent of public instruction board of regents shall direct the distribution of the funds specified in subsections (1)(a) through (1)(c) subsection (1) on the basis of the budgets approved by the superintendent of public instruction board of regents. The funds, raised by the mill levy specified in subsection (1)(b) shall be credited to the postsecondary vocational-technical center account in the unrestricted subfund of the current fund in the state treasury.

(3) The superintendent of public instruction shall determine the amount of financing available from these four sources of revenue and may approve budgets for instruction, plant operations and maintenance, equipment, and support. The aggregate amount of the budgets so approved by the superintendent of public instruction or [illegible]

vocational-technical centers shall not exceed the moneys determined to be available."

Section 19. Section 20-7-325, MCA, is amended to read:

"20-7-325. Postsecondary vocational-technical vocational technical center funding -- nongeneral fund money expended first -- reversion of general fund money. (1) Whenever an approved postsecondary vocational-technical center under the provisions of 20-7-311 is operated within a district, the trustees of such district The board of regents shall request the establishment of the appropriate accounts for the vocational-technical center system in the state treasury. These accounts shall be established in the appropriate state treasury funds as determined by the department of administration. All money prescribed and received under the provisions of 20-7-324 shall be credited to these accounts. The expenditure of the money deposited in the state treasury shall be made in accordance with procedures established by the department of administration. Such expenditures shall be made under the budget and for the programs approved by the superintendent of public instruction board of regents under the provisions of 20-7-323 and the financial administration provisions of this title.

(2) A postsecondary vocational technical center shall [illegible] nongeneral fund money whenever

possible before using state general fund appropriations. All state general fund money appropriated or disbursed to a postsecondary vocational-technical center which are unexpended at fiscal year end shall revert to the state general fund.

(3) The approval of the postsecondary vocational technical center budget and subsequent revision or amendment of such budget by the superintendent of public instruction shall constitute the final budget approval.

(4) Whenever the county tax prescribed in 20-9-141(1)(b) is to be used in support of the postsecondary vocational technical centers, the county commissioners are authorized to levy such tax on the county in accordance with the provisions of 20-9-142."

Section 20. Section 20-7-111, MCA, is amended to read:

"20-7-111. Source of financing for postsecondary vocational technical center facility maintenance. The source of funds for maintenance, remodeling, and renovation of postsecondary vocational technical center facilities may be either local funds federal funds or state funds specifically appropriated by the legislature and approved by the superintendent of public instruction board of regents, or any combination of these funds."

Section 21. Section 20-7-112, MCA, is amended to read:

"20-7-112. Tuition rates. (1) Tuition may be charged

to any resident or nonresident of the state of Montana by the governing board director of any postsecondary vocational-technical center at rates to be determined by the superintendent of public instruction board of regents and THE PROVISIONS OF SUBSECTION (3). The superintendent of public instruction board of regents shall also prescribe permissible uses for any tuition authorized.

(2) For the purposes of this section the eligibility of a student for resident status shall be determined in the same manner as that prescribed for use by the Montana university system, except that those provisions referring to "high school graduates" or "graduation from high school" shall be considered to refer to a person who has attended school or who was in attendance at a school.

(3) IF AN ADDITIONAL LEVY FOR A CENTER IS APPROVED UNDER [SECTION 11], THE BOARD OF DIRECTORS MAY CHARGE AN ADDITIONAL TUITION AMOUNT NOT TO EXCEED $40 A QUARTER TO A STUDENT AT THE CENTER WHO IS A RESIDENT OF MONTANA BUT WHO IS NOT A PROPERTY TAXPAYER OF THE COUNTY OR AN OWNER OF A VEHICLE REGISTERED WITHIN THE COUNTY WHERE THE CENTER IS LOCATED."

Section 22. Section 20-7-113, MCA, is amended to read:

"20-7-113. Fees. Student fees and disposition of collected fees. (1) Fees for the use of equipment and material used in instruction may be charged by the trustees

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there is not sufficient money to redeem them;

(d) providing the necessary money to redeem optional or redeemable bonds when it is for the best interest of the school district to issue refunding bonds; or

(e) funding a judgment against the district.

(2) Any money realized from the sale of any bonds issued on the credit of a high school district shall not be used for any of the above purposes in an elementary school district, and such money may be used for any of the above purposes for a junior high school but only to the extent that the 9th grade of the high school is served thereby."

Section 20. Section 20-9-516, MCA, is amended to read:

"20-9-516. Postsecondary vocational-technical Vocational-technical center and adult basic education programs account established. There is within the state special revenue fund a postsecondary vocational-technical center and adult basic education account. Money is paid into the account under 90-6-211. The state treasurer shall draw warrants payable from this account upon order of the superintendent of public instruction or the board of regents up to the amount provided for each under 90-6-211 by the biennium budget passed by the legislature."

Section 21. Section 19-21-110, MCA, is amended to read:

"19-21-110. Applying surplus and vacant defined. (1)

or other governing board director of the postsecondary vocational-technical center. The superintendent of public instruction board of regents shall prescribe the basis bases and limitations for the charging of such fees.

(2) Fees collected by the postsecondary vocational-technical center shall be deposited with the state treasurer in the fund designated by the superintendent of public instruction board of regents for the receipt of such fees. The expenditure of the fees shall not be subject to budget limitations and shall be in addition to the program budgets approved by the superintendent of public instruction board of regents."

Section 19. Section 20-9-403, MCA, is amended to read:

"20-9-403. Bond issues for certain purposes. (1) The trustees of a school district may issue and negotiate bonds on the credit of the school district for the purpose of:

(a) building, altering, repairing, buying, furnishing, equipping, purchasing lands for, and/or obtaining a water supply for a school, teacherage, dormitory, gymnasium, other building, or combination of said buildings for school purposes, including postsecondary vocational-technical centers in the school district;

(b) buying a school bus or buses;

(c) providing the necessary money to redeem matured

The terms "employee", "workman", or "worker" mean:

(a) each person in this state, including a contractor other than an independent contractor, who is in the service of an employer, as defined by 39-71-117, under any appointment or contract of hire, expressed or implied, oral or written. The terms include aliens and minors, whether lawfully or unlawfully employed, and all of the elected and appointed paid public officers and officers and members of boards of directors of quasi-public or private corporations while rendering actual service for such corporations for pay. Casual employees as defined by 39-71-116(3) are included as employees if they are not otherwise covered by workers' compensation and if an employer has elected to be bound by the provisions of the compensation law for those casual employments, as provided in 39-71-401(2). Household or domestic service is excluded.

(b) a recipient of general relief who is performing work for a county of this state under the provisions of 53-3-103 through 53-3-105 and any juvenile performing work under authorization of a district court judge in a delinquency prevention or rehabilitation program;

(c) a person receiving on-the-job vocational rehabilitation training or other on-the-job training under a state or federal vocational training program, whether or not under an appointment or contract of hire with an employer as

defined in this chapter and whether or not receiving payment from a third party. However, this subsection does not apply to students enrolled in vocational training programs as outlined above while they are on the premises of a public school or community college.

(d) students recruited and in attendance in programs of vocational technical education approved by the state board of public education at designated postsecondary vocational technical centers; or

(e) an airman or other person employed as a volunteer under 67-2-105.

(2) If the employer is a partnership or sole proprietorship, such employer may elect to include as an employee within the provisions of this chapter any member of such partnership or the owner of the sole proprietorship devoting full time to the partnership or proprietorship business. In the event of such election, the employer must serve upon the employer's insurer written notice naming the partners or sole proprietor to be covered, and no partner or sole proprietor shall be deemed an employee within this chapter until such notice has been given. For premium ratemaking and for the determination of weekly wage for weekly compensation benefits, the insurance carrier shall assume a salary or wage of such electing employee to be not less than $900 a month and not more than 1 1/2 times the

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average weekly wage as defined in this chapter."

Section 26. Section 90-6-211, MCA, is amended to read:

"90-6-211. Disposition of interest from unexpended balance. The unexpended balance in the local impact and education trust fund account shall be invested as provided by statute by the board of investments. Of the income from such investments each year 10% shall be paid into the state special revenue fund for use by the superintendent of public instruction for purposes of the postsecondary vocational-technical centers and adult basic education programs in the state, subject to the budgeting authority of the legislature and for use by the board of regents for vocational-technical center education programs in the state, as provided in the biennium budget passed by the legislature. Within the account under 20-9-331, the revenue is shared between the postsecondary vocational-technical centers and the adult basic education programs as provided in the biennium budget passed by the legislature. Of the remaining 90% of the income from such investments, three fourths shall be annually paid into the state special revenue fund for state equalization aid to public schools of the state and one fourth each year shall be paid to the board of regents of higher education for use by the institutions of higher learning in the state, subject to the

in 90-6-205(5), the principal of the local impact and education trust fund shall be dedicated to education and forever remain inviolate and sacred to this purpose as provided in sections 3 and 10 of Article X of the Montana constitution."

NEW SECTION. SECTION 27. ADDITIONAL LEVY BY SCHOOL DISTRICT -- PROCEDURE. (1) FOR SCHOOL FISCAL YEARS 1988 AND 1989, THE TRUSTEES OF A SCHOOL DISTRICT THAT OPERATED A VOCATIONAL-TECHNICAL CENTER PRIOR TO JULY 1, 1987, MAY PROPOSE TO THE BOARD OF REGENTS THAT A BUDGET FOR SALARIES, BENEFITS, OPERATIONS, AND EQUIPMENT BE ADOPTED FOR THE CENTER IN EXCESS OF THE AMOUNT APPROPRIATED BY THE LEGISLATURE.

(2) IF THE BOARD OF REGENTS APPROVES OF A BUDGET FOR A CENTER IN EXCESS OF THE APPROPRIATED AMOUNT, THE TRUSTEES OF THE DISTRICT THAT OPERATED THE CENTER SHALL SUBMIT TO THE QUALIFIED ELECTORS OF THE DISTRICT, PURSUANT TO 20-20-101 AND IN THE MANNER PRESCRIBED BY 20-9-353, A PROPOSITION FOR AN ADDITIONAL LEVY FOR THE ADDITIONAL FUNDING. WHEN THE PROPOSITION IS PRESENTED TO THE ELECTORATE, THE PROPOSITION MUST BE PRESENTED AS A SEPARATE ISSUE ON THE BALLOT.

(3) IF A PROPOSITION FOR AN ADDITIONAL LEVY FOR A VOCATIONAL-TECHNICAL CENTER IS APPROVED BY THE ELECTORATE, THE BOARD OF REGENTS SHALL REQUEST THE ESTABLISHMENT OF AN ADDITIONAL ACCOUNT FOR THE CENTER IN THE STATE TREASURY AS

DETERMINED BY THE DEPARTMENT OF ADMINISTRATION. THE FUNDS IN EACH CENTER ACCOUNT ARE CONSIDERED APPROPRIATED FOR APPROVED EXPENDITURES FOR THE CENTER. AFTER JULY 1, 1989, ANY UNEXPENDED FUNDING IN A CENTER ACCOUNT MUST BE RETURNED TO THE SCHOOL DISTRICT THAT REQUESTED THE ADDITIONAL FUNDING.

(6) FOR SCHOOL FISCAL YEAR 1988, IF THE TRUSTEES OF A SCHOOL DISTRICT THAT OPERATED A VOCATIONAL-TECHNICAL CENTER PRIOR TO JULY 1, 1987, HAVE ADOPTED A BUDGET IN EXCESS OF THAT APPROPRIATED BY THE LEGISLATURE AND HAVE SUBMITTED THE PROPOSITION FOR AN ADDITIONAL LEVY TO THE QUALIFIED ELECTORS OF THE DISTRICT AND IF THE ELECTORS HAVE APPROVED THE PROPOSITION AS PROVIDED FOR IN [SECTION 20-7-126], THE TRUSTEES MUST NOT SUBMIT THE PROPOSITION TO THE ELECTORS AT AN ADDITIONAL ELECTION FOLLOWING APPROVAL OF THE BUDGET BY THE BOARD IN REGENTS AS PROVIDED FOR IN SUBSECTION (2).

NEW SECTION. SECTION 29. VOCATIONAL-TECHNICAL CENTER EQUIPMENT. THE EQUIPMENT OF A VOCATIONAL-TECHNICAL CENTER DESIGNATED PRIOR TO [THE EFFECTIVE DATE OF THIS ACT] MAY NOT BE TRANSFERRED FROM THE CENTER FOR 7 YEARS WITHOUT CONSENT OF THE SCHOOL DISTRICT BOARD OF TRUSTEES THAT OPERATED THE CENTER PRIOR TO [THE EFFECTIVE DATE OF THIS ACT].

NEW SECTION. SECTION 29. REPORT BY BOARD OF REGENTS. THE BOARD OF REGENTS SHALL REPORT TO THE 51ST LEGISLATURE ON THE FOLLOWING CONCERNS:

(1) A PLAN FOR REORGANIZATION OF THE DELIVERY SYSTEM

FOR ALL POSTSECONDARY VOCATIONAL-TECHNICAL EDUCATION IN MONTANA;

(2) A LONG-TERM PLAN FOR ACHIEVING HIGH QUALITY VOCATIONAL-TECHNICAL PROGRAMS AT THE VOCATIONAL-TECHNICAL CENTERS THROUGH THE POSSIBILITY OF PROGRAM SPECIALIZATION AT EACH CENTER;

(3) THE FEASIBILITY AND APPROPRIATENESS OF CLOSURE OF ONE OR MORE OF THE VOCATIONAL-TECHNICAL FACILITIES;

(3)(4) A PLAN FOR ELIMINATION OF PROGRAMS THAT SERVE FEW STUDENTS;

(4)(5) A PLAN FOR CONSOLIDATION OF ADMINISTRATIVE FUNCTIONS OF THE INDIVIDUAL CENTERS WHICH COULD RESULT IN COST SAVINGS AND MORE EFFICIENT OPERATIONS; AND

(5)(6) THE FEASIBILITY OF CONSOLIDATING POSTSECONDARY VOCATIONAL-TECHNICAL FACILITIES AND STAFF WITH OTHER UNITS OF THE UNIVERSITY SYSTEM.

NEW SECTION. SECTION 30. APPROPRIATION. THERE IS APPROPRIATED $1,459,690 FROM THE LOCAL IMPACT AND EDUCATION TRUST FUND ACCOUNT FUNDED BY 15-35-108(3)(B) TO THE BOARD OF REGENTS FOR THE FISCAL BIENNIUM ENDING JUNE 30, 1989, TO BE USED TO OPERATE THE VOCATIONAL-TECHNICAL CENTERS.

NEW SECTION. Section 31. Repealer. Sections 20-7-306, 20-7-311, 20-7-321, 20-7-326, AND 20-7-331, 20-9-606, and 20-9-609, MCA, are repealed.

NEW SECTION. Section 32. Extension of authority. Any

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existing authority of the superintendent of public instruction to make rules on the subject of the provisions of this act is extended to the provisions of this act.

NEW SECTION. Section 33. Codification instructions. (1) Sections 1 through 5 AND 32 are intended to be codified as an integral part of Title 20, and the provisions of Title 20 apply to sections 1 through 5 AND 32.

(2) Sections 20-7-311, 20-7-312, 20-7-314, 20-7-322, 20-7-324, 20-7-325, 20-7-327, 20-7-332, and 20-7-333 are intended to be renumbered and codified as an integral part of a new chapter in Title 20 on the governance of vocational technical centers.

NEW SECTION. Section 34. Code commissioner name change. In all sections of the Montana Code Annotated not contained in this act and in all provisions passed by the 59th legislature wherein reference is made to a post-secondary vocational-technical center, the code commissioner shall change the reference to vocational technical center.

NEW SECTION. Section 35. Effective date. This act is effective July 1, 1987.

-End-

APPENDIX C

CONTRACT

This agreement made and entered into this 1st day of April, 1987 between the Board of Regents of Higher Education of the State of Montana (Regents) and the Superintendent of Public Instruction of the State of Montana (Superintendent) is as follows:

Whereas, pursuant to Chapter 658, Montana Laws of 1987, the Regents are designated the sole state agent responsible for the administration and supervision of the state vocational education act which designation of a sole state agent is required under the Carl Perkins Vocational Education Act of 1984 (20 U.S.C. 2321); and

Whereas, the above cited federal law authorizes the sole state agent to delegate certain of its responsibilities to other more appropriate state agencies; and

Whereas, the above cited state law directs the Regents to contract with the Superintendent for the administration and supervision of K-12 vocational education programs, services, and activities;

occupational programs, 3) fiscal matters regarding federal matching funds, 4) inventories of equipment purchased with federal funds; and

E. perform other activities from time to time as mutually agreed by the parties.

II. The Regents shall provide funding from federal sources to the Superintendent to carry out the above responsibilities, the amount of such funding to be determined through mutual agreement of the parties.

III. Meanings of words used in this contract shall be determined by the definitions contained in 20 U.S.C. 2471, unless another meaning is clearly intended.

IV. Unless otherwise specified, this contract shall be for a two-year period commencing July 1, 1987, and terminating June 30, 1989. The parties may negotiate amendments during that time and may either renew or renegotiate the contract upon its expiration.

Now therefore, the Regents and the Superintendent agree as follows:

I. The Superintendent or his agent shall, consistent with the vocational-technical policies or regulations of the Regents and state and federal law

A. approve all applications for federal funding submitted from K-12 applicants or K-12 level activities as are appropriate under federal law;

B. administer such programs, services, and activities and maintain and supply to the Regents necessary records;

C. provide fiscal advice and management for such programs, services and activities;

D. evaluate such programs and submit required reports on such programs, including those required by the Federal Office of Civil Rights or the Federal Office of Vocational and Adult Education regarding 1) enrollment and placement of members of disadvantaged, handicapped, and otherwise legally protected classes, 2) levels of competency achieved in particular

Date 7-7-87

Carrol Krause, Commissioner
Board of Regents
33 South Last Chance Gulch
Helena, MT 59620

Date 7-1-87

Ed Argenbright, Superintendent
Office of Public Instruction
State Capitol
Helena, MT 59620

APPROVED FOR LEGAL CONTENT

Date _____

Attorney for Regents

Date 6/30/87

Attorney for Superintendent

APPENDIX D

METHODS OF ADMINISTRATION (Secondary Vocational Education)

A. Chapter 658, Montana Laws of 1987, require contracted services with the Superintendent of Public Instruction for the administration and supervision of K-12 vocational education programs, services and activities as may be approved by the Board of Regents under PL 98-524. The superintendent is authorized under Section 20-7-322, M.C.A., to request the disbursement of federal or state sources of money for the establishment, operation or furtherance of vocational education in the state and Part 3 of Title 20, M.C.A., establishes the duties of the State Superintendent and State Director of K-12 vocational education.

Under the statutory authorization, the State Superintendent has established a professional support staff for the supervision and administration of K-12 vocational education. Through contractual agreements, the State Board for Vocational Education (Board of Regents) provides such funding as may be necessary to carry out the duties and supervision and administration responsibilities required by PL 98-524. Staffing patterns are reflective of professional and support staff within the service and curricular areas of guidance, agricultural, business, home economics, marketing, trade/technical and adult education. Additional support is provided in legal, fiscal and management services.

The Office of Public Instruction, in concert with the Board of Regents, has developed a formal process of notification and response to requests for proposals. The in-state formula of Section 203 provides for local allocations. The use of such allocations must be delineated in a standard proposal format.

The reallocation process required to assure distribution of special population funds is a two-step procedure consisting of expanded eligibility followed by allocation determined by need.

Funds available, other than disadvantaged and handicapped, are distributed on a competitive proposal basis. Modifications to the competitive process may be required by the state legislature.

Successful proposals are funded by category in descending numeric value not to be less than a combined score of one hundred (100) points.

Award announcements are made only after a thorough review of projects. Following a final review, eligible recipients may be requested to submit more detailed information. Legal concerns, consistency with state goals, and fiscal data are examined along with assurances for each eligible recipient in compliance with 34 CFR Subtitle A, 76.400-76.401.

Project applicants serving disadvantaged and/or handicapped individuals receive a "Notice of Responsibility" to ensure the full understanding of local responsibilities.

A letter of award or contract, pending receipt of federal funds, is the final step in the application process.

Projects under Part A of Title II may be of an ongoing nature; however, the State Superintendent will generally fund projects for not more than three years.

Projects under Part B of Title II will not be considered new beyond the third year of successful application.

Projects under Part B of Title III will be funded in accordance with established categories including, but not limited to, the following consumer/homemaker emphasis areas:

1. **Improve, Expand and Update:**

   Funds in this section will be used to improve, expand and update the secondary consumer and homemaker programs. Emphasis will be given to programs that specifically address curriculum development, upgrading of equipment, professional development, and leadership update activities as they relate to Section 312(b)(1). Programs should encourage participation of the traditionally underserved and elimination of sex bias and sex stereotyping.

2. **Special Projects:**

   Funds will be used to improve the effectiveness and ensure the quality of secondary consumer and homemaker education. Specific programs and activities which may be supported are stated in Section 312(b)(2).

3. **Leadership:**

   Funds will be used to support leadership development which addresses priority issues having statewide impact upon consumer and homemaker education.

4. **Economically Depressed:**

   At least one-third of the federal funds will be used to initiate, expand, and/or improve consumer and homemaker programs for youth and adults in economically depressed areas or areas with high rates of unemployment. Special considerations will be given to programs that will meet their needs. The application process will address the needs of the individual eligible recipient.

Project supervision is assigned to staff for the duration of the State Plan. Complete files of application, hearing, approval, modification, review and evaluation are maintained in addition to fiscal records for each project.

Local evaluations, inclusive of OCR reviews, are facilitated by standard documents that address accomplishments and deficiencies.

B. **DEFINITIONS to be used in the methods of administration for K-12 vocational education:**

Activity means a specific short-term event which may be in support of a program, program goal or program objective.

Administration means activities necessary for the proper and efficient performance of duties under the Act, including supervision, but not including curriculum development activities, personnel development, technical assistance, or research activities.

Apprenticeship training program means a program registered with the Department of Labor or the State apprenticeship agency in accordance with the Act of August 16, 1937, known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and which contains all terms and conditions for the qualification, recruitment, selection, employment and training of apprentices.

Career guidance and counseling means those programs:

- Which pertain to the body of subject matter and related techniques and methods organized for the development of individuals in career awareness, career planning, career decision-making, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities; and

- Which assist individuals in making and implementing informed educational and occupational choices.

Construction includes construction of new buildings and acquisition, expansion, remodeling, and alteration of existing buildings, and includes site grading and improvement and architect fees.

Cooperative education means a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic course and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

Curriculum materials means instructional and related or supportive material, including materials using advanced learning technology, in any occupationl field which is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material.

Disadvantaged means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational educational programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. For the purpose of this definition, an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0), or fails to attain minimal academic competencies may be considered "academically disadvantaged". The definition does not include individuals with learning disabilities.

Economically depressed area means an economically integrated area within any State in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse effects as:

- A rate of unemployment which has exceeded by 50 per centum or more the average rate of unemployment in the State, or in the Nation, for each of the three years preceding the year for which the designation is made; or

- A large concentration of low-income families, the designation of which is approved by the Secretary as consistent with the purposes of the Act, with these criteria, and with such other criteria as the Secretary may prescribe.

Economically disadvantaged family or individual means a family or individual which the State Board identifies as low income on the basis of uniform methods that are described in the State Plan. A State must use one or more of the following standards as an indicator of low income:

- Annual income at or below the official poverty line established by the Director of the Office of Management and Budget;

- Eligibility for free or reduced-price school lunch;

- Eligibility for Aid to Families with Dependent Children or other public assistance programs;

- Receipt of a Pell Grant or comparable State program of need-based financial assistance;

- Eligibility for participation in programs assisted under Title II of the JTPA.

Eligible recipient means a local educational agency or a postsecondary institution.

Handicapped, when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

High technology means state-of-the-art computer, microelectronic, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining energy, commercial, and similar economic activity, and to improve the provision of health care.

Homemaker means an individual who:

- Is an adult; and
- Has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills.

Limited English proficiency, when used with reference to individuals, means those individuals:

- Who were not born in the United State or whose native language is a language other than English;
- Who came from environments where a language other than English is dominant; or
- Who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and
- Who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny those individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Local educational agency means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program.

Program means an organized sequence of activities, events, services or instruction designed to fulfill or accomplish an objective goal or task.

Private vocational training institution means a business or trade school, or technical institution or other technical or vocational school, in any State, which:

- Admits as regular students only persons who have completed or left elementary or secondary school and who have the ability to benefit from the training offered by the institution;
- Is legally authorized to provide, and provides within that State, a program of postsecondary vocational or technical education designed to fit individuals for useful employment in recognized occupations;
- Has been in existence for two years or has been specially accredited by the Secretary as an institution meeting the other requirements of this definition;

- Is accredited:

  (1) by a nationally recognized accrediting agency or association listed by the Secretary;

  (2) if the Secretary determines that there is no nationally recognized accrediting agency or association qualified to accredit schools of a particular category, by a State agency listed by the Secretary; or

  (3) if the Secretary determines that there is no nationally recognized or State agency or association qualified to accredit schools of a particular category, by an advisory committee appointed by the Secretary and composed of persons specially qualified to evaluate training provided by schools of the category, which committee shall prescribe the standards of content, scope, and quality which must be met by those schools and shall also determine whether particular schools meet those standards.

Program year means a period beginning on July 1 and ending on the following June 30.

School facilities means classrooms and related facilities, including initial equipment, and interests in lands on which the facilities are constructed. The term does not include any facility intended primarily for events for which admission is to be charged to the general public.

Vocational education means organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, and trades and industrial occupations, or for additional preparation for a career in those fields, and in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program. For purposes of this definition, "organized education program" means only:

- Instruction, ~~including~~ career guidance and counseling, related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from that training; and

- The acquisition, including leasing, maintenance, and repair, of instructional equipment, supplies, and teaching aids. The term does not mean construction, acquisition or initial equipment or buildings, or the acquisition or rental of land.

Secondary occupational preparation program means an organized sequence of courses designed to prepare entry level skills in a minimum of 360 hours of instruction exclusive of prevocational offerings.

Secondary vocational program means an organized sequence of courses, activities or event that provide for career awareness, orientation, exploration or entry level occupational preparation.

Vocational student organization means those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instructional program. These organizatons may have State and national units which aggregate the work and purposes of instruction in vocational education at the local level.

APPENDIX E

COMMENTS RECEIVED AT PUBLIC HEARINGS

February 11, 1988
Helena, Montana

The public hearing was convened by Regent McCarthy, who spoke to the purpose and intent of the public hearing. The Commissioner of Higher Education welcomed the group to the hearing and solicited comments from them which might further improve or clarify the State Plan.

A brief overview of the Carl D. Perkins Vocational Education Act and the Montana State Plan for 1989 and 1990 were presented by the Deputy Commissioner for Vocational-Technical Education.

One commenter asked how success in achieving the various goals identified in the State Plan would be measured.

> **Response:** Broad goals have been identified for secondary and postsecondary vocational education in Montgana. Under each of these goals, a number of objectives or desired outcomes have been developed by which the eventual degree of success in attainment of the goals can be measured.
>
> Particularly with regard to postsecondary technical and vocational education, the Goals and Objectives section of the State Plan will be further elaborated and specified when the Plan is amended in the Fall of 1988. This is a planned change in concert with various transitional studies to be conducted by the Board of Regents and its staff, the vocational-technical centers, the public community colleges, Northern Montana College, and other appropriate units of the Montana University System. Activities and projects to be conducted by the newly established Center for Vocational Education Research, Curriculum, and Personnel Development will be incorporated into the Goals section of the amended State Plan.

Another commenter (the Executive Director of the Montana State Council for Vocational Education) noted that the objectives listed in the secondary goals section are consistent with the Council's program of work, but stated that he felt there needed to be clearer delineation of articulation between secondary and postsecondary educational programs.

> **Response:** Such planning for articulation agreements has been identified as a major need in Montana and will be one of the focused projects for the Montana Center for Vocational Education Research, Curriculum, and Personnel Development and other practitioners of vocational education at both the secondary and postsecondary levels.

The Executive Director of the Montana Council for Vocational Education stated his desire that an effort should be made to showcase career centers in the State Plan.

> **Response:** The Board of Regents requests that the State Council and the Office of Public Instruction furnish information to the State Board whereby such career centers may be used as models for other schools.

A commenter expressed concern with regard to the need to infuse math and science into vocational education. He felt that model curricula should be developed which would serve as credit options for math, science, and English.

> **Response:** The secondary course known as "Principles of Technology" is currently being taught in several Montana schools as well as in teacher preparation programs at Montana State University, Northern Montana College, and Western Montana College. In addition, the Center for Vocational Education Research, Curriculum, and Personnel Development will focus on further curricular development of infusion of mathematics and science into vocational education programs as well as writing across the curriculum.

A commenter complimented the Board of Regents and its staff for the plan to establish a Montana Center for Vocational Education Research, Curriculum, and Personnel Development. He stated his belief that a critical need exists for such a Center which will positively impact the state's ability to improve the quality of its vocational education programs and provide ongoing professional growth opportunities for vocational education faculty, counselors and administrators.

> **Response:** A special Request for Proposals for the establishment of such a Center has been issued by the Board of Regents. The concept has been enthusiastically endorsed by the Montana State Council on Vocational Education and many legislators. A review panel representative of the Board of Regents, the Office of Public Instruction, the Montana Vocational Association, and the State Council will review all proposals which are received and will recommend that the Center be established at the institution which best demonstrates its capability to conduct the functions specified in the RFP. It is planned that notification of the award will be made in mid-May for a July 1, 1988 beginning date for the Center.

A commenter stated that he felt it would be important to assess the desirability and potentiality for federal and/or state funds being allocated to demonstration sites (i.e., the drafting and electronics programs in the Helena schools). He suggested that a telecommunications approach might be used to give smaller, rural schools a greater access to such activities.

> **Response:** The Board of Regents is currently exploring the potential for Montana higher education units to reach isolated areas through expanded telecommunications activities. Secondary programs have a number of vocational education programs at demonstration sites, such as electronics transmitted from a Helena school to Saco High School. More such projects are anticipated at both secondary and postsecondary levels.

One commenter asked if greater articulation between secondary and postsecondary vocational education programs meant that credits would move from the secondary system to the postsecondary system.

> **Response:** Successful accomplishment of competencies in appropriate performance areas rather than credits per se would transfer upward through such articulation agreements.

A commenter stated that the Carl D. Perkins Vocational Education Act law should be changed to allow 100% federal funding for disadvantaged and handicapped populations instead of the current requirement for matching (nonfederal) funds in these categories. This commenter expressed the viewpoint that it is often difficult, if not impossible, to provide this match. As a result, many students are not being served in the manner intended by the Act.

> Response: This concern has been expresed by individuals and groups during state and national discussions relative to the forthcoming reauthorization of the Carl D. Perkins Vocational Education Act by the U. S. Congress.

A commenter asked what constituted training and retraining relative to adult education.

> Response: The Act allows for considerable latitude to the states to define how they will serve those adults who have vocational education needs as a result of being displaced because of technological advances, plant closures, etc. Training and retraining may be delivered in a variety of formats, such as through programs which lead to certificates or associate degrees or through short-term, intensive courses offered as adult or continuing occupational education.

March 11, 1988
Billings, Montana

The public hearing was convened by Regent Kase, who spoke to the purpose and intent of the public hearing. A brief overview of the Carl D. Perkins Vocatinoal Education Act and the Montana State Plan for 1989 and 1990 were presented by the Deputy Commissioner for Vocational-Technical Education.

One commenter requested information with regard to whether there is a specific individual at the Office of the Commissioner of Higher Education who can be contacted for technical assistance, particularly with regard to questions about the RFP process.

> Response: Although any staff member can be contacted for technical assistance, the Director of Federal Vocational Grants has the overall responsibility for planning of statewide technical assistance efforts.

Another commenter asked how the State Board planned to provide technical assistance to those individuals who need such assistance.

> Response: A series of workshops will be conducted at various locations throughout Montana. The RFP process will be redesigned so that it is clarified, simplified, and reflective of the suggestions received from staff and postsecondary eligible recipients. A Technical Assistance Manual will be developed and broadly disseminated to all eligible recipients.

A member of the Montana State Council on Vocational Education stated that the State Plan has been reviewed by the Council and its comments have been forwarded to the Board of Regents.

Response: The written response from the Council has been received and it will be included in the State Plan.

A commenter requested information regarding a letter which he had received from the State Board after submitting a proposal for Title II-B funds.

Response: This communication came as a result of an initial review by the staff of all proposals received prior to formal evaluation by the readers. This step was taken so that project directors would have an opportunity to respond with clarifying documentation, understand the appeals process, etc., at the earliest possible time.

Another commenter asked for clarification of the cost allocation plan.

Response: The cost allocation plan delineates the costs associated with personal services paid in part with federal funds, and the basis for allocating wages, fringe benefits, etc. within the approved project.

A commenter requested information on how the Board of Regents planned to coordinate vocational education at both the postsecondary and secondary levels.

Response: In legislation passed during the 50th legislative session, the Board of Regents was named the sole state agency for administration of federal vocational funds. In addition, House Bill 39 directs the Board of Regents to establish a contractual agreement with the Superintendent of Public Instruction whereby K-12 vocational education activities and services are administered by the Office of Public Instruction. Joint planning and shared communication are ongoing processes to assure that the total program is coordinated in a meaningful, appropriate manner.

Another commenter asked if "Principles of Technology" should be taught in the vocational-technical centers.

Response: "Principles of Technology" is a secondary course taught at the junior and senior grade levels. It incorporates scientific principles into vocational education programs, and it is presently being taught in teacher preparation programs at Montana State University, Northern Montana College, and Western Montana College.

APPENDIX F

SEX EQUITY COORDINATION OBJECTIVES
MONTANA STATE PLAN FOR VOCATIONAL EDUCATION
FY89 - FY90

Each major objective is divided into subobjectives to be achieved at the secondary educational level and at the postsecondary educational level.

Subobjectives for secondary education are to be performed by specifically designated staff of the Office of the Superintendent of Public Instruction, Department of Vocational Education Services. Postsecondary level subobjectives are to be accomplished by the Human Resource Development Officer of the Office of the Commissioner of Higher Education.

1. Administer the program of vocational education for single parents and homemakers and the sex equity program

   Secondary:

   - Provide technical assistance and Carl D. Perkins Vocational Education Act grant administration and reporting for all single parent and homemaker projects serving secondary school populations during the fiscal years 1989 and 1990

   - Assist the Human Resource Development Officer in the Office of the Commissioner of Higher Education in the development and presentation of statewide workshops and conferences to promote sex equity in vocational education

   Postsecondary:

   - Provide technical assistance and Carl D. Perkins Vocational Education Act grant administration and reporting for all single parent and homemaker projects serving postsecondary populations during the fiscal years 1989 and 1990

   - Develop and present at least one statewide workshop or conference each fiscal year on sex equity in vocational education that addresses both secondary and postsecondary equity concerns

   - Cooperatively fund the semiannual statewide technical assistance/training meetings of the Montana Displaced Homemaker Network with the Montana Department of Labor and Industry JTPA program

2. Gather, analyze and disseminate data on vocational education programs in the state in terms of their adequacy and effectiveness in meeting the education and employment needs of women, the status of male and female students in vocational education, and the status of male and female employees in vocational education

Secondary:

- o Compile IPEDS and other statistical data, analyze, and prepare a written report on the status of students and employees, by gender, in secondary vocational education programs in Montana. The report shall be combined with a similar report on postsecondary vocational education and shall be presented to the Superintendent of Public Instruction, the Board of Regents of Higher Education, the State Board of Public Education and the Montana Council on Vocational Education by fiscal year end 1989 and shall include specific objectives for implementation in secondary vocational education programs in fiscal year 1990

Postsecondary:

- o Compile IPEDS and other statistical data, analyze, and prepare a written report on the status of students and employees, by gender, in postsecondary vocational-technical education programs in Montana. The report shall be combined with a similar report on secondary vocational education and shall be presented to the Superintendent of Public Instruction, the Board of Regents of Higher Education, the State Board of Public Education and the Montana Council on Vocational Education by fiscal year end 1989 and shall include specific objectives for implementation in postsecondary vocational education programs in fiscal year 1990

3. Review vocational education programs and support services of career guidance and counseling for sex stereotyping and sex bias, assess effectiveness of existing activities to overcome sex discrimination and stereotyping in those programs and services and make specific policy and program recommendations to overcome such bias and stereotyping, giving particular emphasis to practices which tend to inhibit the entry and retention of women in high technology occupations

Secondary:

- o In accordance with Carl D. Perkins Vocational Education Act grant civil rights compliance requirements, as specified in Montana's approved Methods of Administration (MOA), review secondary vocational education programs and support services for sex bias and stereotyping

- o Review statistics on enrollments and retention of students in non-traditional vocational education programs at the secondary level to assess the effectiveness of state and local efforts to mitigate or overcome the effects of sex bias and stereotyping in Montana public school vocational education programs. Prepare a written report by fiscal year end 1989 including specific recommendations for corrective measures to begin in fiscal year 1990

Postsecondary:

- o In accordance with Carl D. Perkins Vocational Education Act grant civil rights compliance requirements, as specified in Montana's approved Methods of Administration (MOA), review postsecondary vocational education programs and support services for sex bias and stereotyping

- Review statistics on enrollments and retention of students in non-traditional vocational education programs at the postsecondary level to assess the effectiveness of efforts to mitigate or overcome the effects of sex bias and stereotyping in Montana postsecondary vocational education programs. Prepare a written report by fiscal year end 1989 including specific recommendations for corrective measures to begin in fiscal year 1990

4. Review proposed actions on grants, contracts, and the policies of the Board of Regents of Higher Education and the Superintendent of Public Instruction to ensure that the needs of women are addressed in the administration of the Carl D. Perkins Vocational Education Act

Secondary:

- In accordance with Carl D. Perkins Vocational Education Act grant civil rights compliance requirements, as specified in Montana's approved Methods of Administration (MOA), review the policies of the Department of Vocational Education Services in the Office of the Superintendent of Public Instruction to ensure that those policies prevent sex bias and stereotyping of both educational and employment opportunities for women

- All grants and contracts affecting secondary vocational education programs and services will be reviewed by specifically assigned staff of the Department of Vocational Education Services for compliance with civil rights requirements that protect against sex bias and stereotyping in educational and employment opportunities

Postsecondary:

- In accordance with Carl D. Perkins Vocational Education Act grant civil rights compliance requirements, as specified in Montana's approved Methods of Administration (MOA), review the policies of the Board of Regents of Higher Education to ensure that those policies prevent sex bias and stereotyping of both vocational educational and employment opportunities for women

- All grants and contracts affecting postsecondary vocational education programs and services will be reviewed by the Human Resource Development Officer in the Office of the Commissioner of Higher Education for compliance with civil rights requirements that protect against sex bias and stereotyping in vocational education and employment opportunities

5. Develop recommendations for programs of information and outreach to women concerning their vocational education and employment opportunities, including opportunities for careers as technicians and skilled workers in technical fields and new and emerging occupational fields

Secondary:

- In cooperation with other equity publications of the Office of the Superintendent of Public Instruction, ensure that at least one page per issue is devoted to vocational education equity, with particular focus on women's opportunities

- Develop and conduct, or fund and participate in, at least one secondary vocational education workshop or conference each fiscal year to provide information on women's career opportunties in vocational education and employment and on outreach strategies for secondary vocational education program and service providers

- Provide information to the Human Resource Development Officer of the Office of the Commissioner of Higher Education with documentation of all secondary vocational education information and outreach activities by each fiscal year end

Postsecondary:

- Develop and conduct, or fund and participate in, at least one workshop or conference each fiscal year to provide information on women's career opportunities in vocational education and employment and on outreach strategies for postsecondary vocational education program and service providers

6. Provide technical assistance and advice to vocational education program and service providers, and to other interested parties in the state, to expand vocational education and employment opportunities for women and to increase male and female students' enrollment in nontraditional programs

Secondary:

- Conduct biennial equity and civil rights training for secondary Title IX/Section 504 officers

- In cooperation with other equity personnel, conduct biennial E.E.O. workshops for superintendents and other administrative personnel on a regional basis

- Provide, document and report telephone and written consultation to secondary vocational education service providers on civil rights and equity concerns

Postsecondary:

- Conduct biennial equity and civil rights training for postsecondary Title IX/Section 504 officers

- In cooperation with other equity personnel, conduct biennial E.E.O. workshops for directors and other postsecondary administrative personnel

- Provide, document and report telephone and written consultation to postsecondary vocational education service providers on civil rights and equity concerns

BEST COPY AVAILABLE

APPENDIX G

ECONOMICALLY DEPRESSED AREAS OF MONTANA

P.L. 98-524 requires identification of "economically depressed areas" of the State for purposes of specifically targeting funds for consumer homemaking programs and for distribution of a majority of Perkins funds to those areas within the State. Section 521(13) of P.L. 98-524 defines an economically depressed area as:

> ...an economically integrated area within any State in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse affects as (A) a rate of unemployment which has exceeded by 50 per centum or more the average rate of unemployment in the State, or in the Nation, for each of the three years preceding the year for which such designation is made, or (B) a large concentration of low-income families...

National and Montana county unemployment percentages for calendar years 1985 through 1987 were provided by the Research Bureau of the Montana Department of Labor and Industry. Comparing national unemployment rates to those of Montana counties, only five counties met the criteria of 150 per cent above the national unemployment rate (which was lower than the Montana statewide rate for each of the years examined). Those five economically depressed areas in Montana are Deer Lodge, Glacier, Lincoln, Mineral and Sanders counties.

Further indication of a concentration of low-income families can be determined on the basis of predominance of free or reduced price lunches available within school districts. The number of counties with more free or reduced priced lunches than paid lunches in school years 1985-1986 and 1986-1987 were also determined. Those counties were added to the five counties of high unemployment and their high schools with home economic courses identified. The resulting list of economically depressed counties and their potential consumer/homemaking projects recipient high schools are as follows:

Big Horn County -- Plenty Coups, Hardin and Lodge Grass
Blaine -- Harlem, Hays-Lodge Pole
Deer Lodge -- Anaconda
Glacier -- Browning, Cut Bank
Hill -- Box Elder
Lake -- Arlee, St Ignatius, Ronan
Lincoln -- Libby, Lincoln Co. HS, Troy
Mineral -- Alberton, Superior, St Regis
Roosevelt -- Brockton, Poplar
Rosebud -- Colstrip
Sanders -- Hot Springs, Noxon, Plains, Thompson Falls
Silver Bow -- Butte
Valley -- Frazer

APPENDIX H

PROCEDURES FOR REQUESTING

FISCAL YEAR 1989 MONTANA FEDERAL

VOCATIONAL EDUCATION FUNDS

UNDER

CARL D. PERKINS VOCATIONAL EDUCATION ACT

(Secondary Vocational Education)

Ed Argenbright, Superintendent

Office of Public Instruction

State Capitol

Helena, Montana 59620

December 1987

-95124

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II. FUNDS AVAILABLE BY ELIGIBLE RECIPIENT
Limitations and Restrictions.
See the High School Librarian for Federal Register
dated August 16, 1985, Part VII, Department of Education.

III. ALLOCATION TABLE

IV. STATE PRIORITIES

Please note that this application process is for federal funding of vocational programs, services, and activities authorized under P.L. 98-524 (Carl D. Perkins Vocational Education Act).

CAUTION

Where cost sharing matching funds are required to receive federal funds, the literal meaning is that for every federal dollar spent, a local/state (non-federal) dollar expenditure is required in the activity. There is one exception specified in the July 14, 1986, issue of the Federal Register, page 25494, Section 401.97b. "Contributions from local sources toward the non-federal share of the costs of projects, services, and activities for disadvantaged individuals under the Vocational Education Opportunity Program must be in cash or to the extent the eligible recipient determines that it cannot otherwise provide the contribution, in the form of in-kind contributions, fairly valued, including facilities, overhead, personnel, equipment and services."

I. INTRODUCTION

A. It is the purpose of the Carl D. Perkins Vocational Education Act to:

"(1) assist the States to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the Nation's existing and future work force for marketable skills and to improve productivity and promote economic growth;

"(2) assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;

"(3) promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States;

"(4) improve the academic foundations of vocational students and to aid in the applications of newer technologies (including the use of computers) in terms of employment or occupational goals;

"(5) provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in that State or employment market;

"(6) assist the most economically depressed areas of a State to raise employment and occupational competencies of its citizens;

"(7) assist the State to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act;

"(8) improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers; and

"(9) authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process."

B. "Planning Cycle" - Each state that desires to receive funds under the provisions of the Carl D. Perkins Vocational Education Act must meet certain requirements. The requirements include statements of certification and assurances relative to the planning and administration of federal funds in concert with state funds.

The initial planning cycle began February, 1985. The Montana plan is valid until June 30, 1988; however, amendments to the plan may be proposed for acceptance by the Office of Vocational and Adult Education.

The program year funding for activities will begin July 1, 1988, which means that project applications which are successful may begin activities on July 1, 1988, pending federal fund receipt by the state.

Each eligible recipient may become involved by initially responding to a request for proposal (RFP) which will reflect local interest and needs and will serve as the basis of the local and state amended plan.

"RFP Process" - The response from the field or the "eligible recipients" defines the state of Montana's plan to address basic grant vocational opportunities, program improvement, innovation or expansion plans, and special program areas that will assist specific groups or individuals in accordance with the purposes of the Act (See "Purposes"; p. 1). The RFP process has been streamlined so that all interested eligible recipients can respond through an application process.

C. Questions Most Commonly Asked

1. What is the money for? Fifty-seven (57) percent of Title II is for specific population students. Forty-three (43) percent of Title II is for vocational education program improvement, innovation, and expansion.

2. Who may obtain the money? At present, eligible recipients include high school districts, community colleges, Native American community colleges, vocational-technical education centers, community-based organizations, and colleges and universities that have vocational offerings (less than baccalaureate level).

3. What restrictions are there? Restrictions include but are not limited to: a) compliance with the Vocational Education Act of 1984; b) submission of required reports and fiscal records; c) evidence that the required project match is met; d) assurances agreed to by the board of trustees; e) subject to state and/or federal audit. The state audit could include any representative designated by the Office of Public Instruction.

401.52--How many funds under the Vocational Education Opportunities Program may be used to serve handicapped individuals?

(a) A State shall use funds reserved for handicapped individuals in accordance with Sec. 401.92(a) only for the Federal share of expenditures that are limited to supplemental or additional staff, equipment, materials, and services that are not provided to other individuals in vocational education and that are essential for handicapped individuals to participate in vocational education.

(b) If the conditions of handicapped students require a separate program, each State may use these funds only for the Federal share of the costs of the services and activities in separate vocational education programs for handicapped individuals which exceed the average per-pupil expenditures for the comparable regular vocational education services and activities of the eligible recipient.

(Sec. 201(c)(1); 20 U.S.C. 2331(c)(1))

401.53--How may funds under the Vocational Education Opportunities Program be used to serve disadvantaged individuals?

(a) (1) A state shall use funds reserved for disadvantaged individuals in accordance with Sec. 401.92(b) only for the Federal share of expenditures that are limited to supplemental or additional staff, equipment, materials, and services that are not provided to other individuals in vocational education and that are essential for disadvantaged individuals to participate in vocational education.

(2) If the conditions of disadvantaged students require a separate program, each State may use these funds only for the Federal share of the costs of the services and activities in separate vocational education programs for disadvantaged individuals which exceed the average per-pupil expenditures for the comparable regular vocational education services and activities of the eligible recipient.

(b) (1) A State may use funds described in paragraph (a) of this section for--

(i) The improvement of vocational education services and activities designed to provide equal access to quality vocational education to disadvantaged individuals; and

(ii) Services and activities which apply the latest technological advances to courses of instruction for disadvantaged individuals.

(2) A State may also use funds described in paragraph (a) of this section to acquire modern machinery and tools, but only for schools at which at least seventy-five percent of students enrolled are economically disadvantaged. (Sec. 201(c)(2), (d); 20 U.S.C. 2331 (c)(2), (d))

401.55--How may funds under the Vocational Education Opportunities Program be used to serve individuals who are single parents or homemakers?

A State shall use funds reserved for individuals who are single parents or homemakers in accordance with Sec. 401.92(d) only to--

(a) Provide, subsidize, reimburse, or pay for vocational education and training activities, including basic literacy instruction and necessary educational materials, that will give single parents or homemakers marketable skills;

(b) Make subgrants to eligible recipients for expanding vocational education services where this expansion directly increases the eligible recipients' capacity for providing single parents or homemakers with marketable skills;

(c) Make subgrants to community-based organizations for the provision of vocational education services to single parents or homemakers, if the State determines that a community-based organization has demonstrated effectiveness in providing comparable or related services to single parents or homemakers, taking into account the demonstrated performance of such an organization in terms of the cost and quality of its training and the characteristics of the participants;

(d) Make vocational education and training programs more accessible to single parents or homemakers by assisting them with child care or transportation services or by organizing and scheduling those programs so that they are more accessible; or

(e) Provide information to single parents or homemakers to inform them of vocational education programs and related support services.
(Sec. 201(f); 20 U.S.C. 2331(f))

401.56--How may funds under the Vocational Education Opportunities Program be used to serve individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education?

(a) A State shall use funds reserved for individuals who participate in programs designed to eliminate sex bias and stereotyping in vocational education in accordance with Sec. 401.92(e) for--

(1) Programs, services, and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education programs;

(2) Vocational education programs, services, and activities for girls and women aged 14 through 25, designed to enable the participants to support themselves and their families; and

(3) Support services for individuals participating in vocational education programs, services, and activities described in paragraphs (a)(1) and (a)(2) of this section, including dependent-care services and transportation.

(b) A State may waive the age limitations in paragraph (a)(2) of this section if the person described in Sec. 401.13(a) determines that the waiver is essential to meet the objectives of this section.

(Sec. 201(g); 20 U.S.C. 2331(g))

401.59--What is the Vocational Educational Improvement, Innovation, and Expansion Program?

(a) A State shall use funds allotted under its basic State grant, and reserved in accordance with Sec. 401.90(b)(2), to meet the needs identified in the State plan to expand, improve, modernize or develop high quality vocational education projects, services, or activities that will--

(1) Provide the Nation's existing and future workforce with marketable skills;

(2) Improve productivity; and

(3) Promote economic growth.

(b) (1) Funds used under Sec. 401.60(a) may not be used to maintain existing services or activities.

(c) For the purpose of paragraph (b)(1) of this section, any vocational education project, service, or activity that was not provided by the recipient during the instructional term that preceded funding under this program may be considered a new, expanded, improved, modernized, or developed project, service, or activity, and may be considered so for up to three years.

(Secs. 2(1), 251(a); 20 U.S.C. 2301(1), 2341(a))

401.60--How may funds under the Vocational Education Improvement, Innovation, and Expansion Program be used?

(a) A State may use funds under the Vocational Education Improvement, Innovation, and Expansion Program to accomplish the purposes described in Sec. 401.59, by supporting--

(1) The improvement of vocational education programs within the State designed to improve the quality of vocational education, including high-technology programs involving an industry-education partnership as described in Sec. 401.78 and apprenticeship training programs;

(2) The expansion of vocational education activities necessary to meet student needs and the introduction of new vocational education programs, particularly in economically depressed urban and rural areas of the State;

(3) The introduction of new vocational education programs, particularly in economically depressed urban and rural areas;

(4) The creation or expansion of programs to train workers in skilled occupations needed to revitalize businesses and industries or to promote the entry of new businesses and industries into a State or community;

(5) Exemplary and innovative programs which stress new and emerging technologies and which are designed to strengthen vocational education services and activities;

(6) The improvement and expansion of postsecondary and adult vocational education programs and related services for out-of-school youth and adults, which may include upgrading the skills of--

(i) Employed workers;

(ii) Workers who are unemployed or threatened with unemployment as a result of technological change or indurtrial dislocation;

(iii) Workers with limited English proficiency; and

(iv) Displaced homemakers and single heads of households;

(7) The improvement and expansion of career counseling and guidance projects, services, or activities authorized by Secs. 401.76 and 401.105;

(8) The expansion and improvement of programs at area vocational education schools;

(9) The conduct of special courses and teaching strategies designed to teach the fundamental principles of mathematics and science through practical applications which are an integral part of the student's prevocational and vocational program;

(10) The activities of vocational student organizations that are carried out as an integral part of the secondary and postsecondary instructional program;

(11) Prevocational programs;

(12) Modern industrial arts programs and agricultural arts programs;

(13) The provision of vocational education through arrangements with private vocational education institutions, private postsecondary educational institutions, and employers of these institutions or employers--

(i)(A) Can make a significant contribution to attaining the objectives of the Act; and

(B) Can provide substantially equivalent preparation at a lesser cost; or

(ii) Can provide equipment or services not available in public institutions; and

(14) The improvement or expansion of any other vocational education activities authorized under the Vocational Education Opportunities Program that would accomplish the purposes described in Sec. 401.59.

(b) A State may also use funds to accomplish the purposes described in Sec. 401.59, by supporting--

(1) Technical assistance and research;

(2) Programs relating to curriculum development in vocational education within the State, including the application of basic skill training;

(3) The assignment of personnel to work with employers and eligible recipients in a region in order to coordinate efforts to ensure that vocational programs are responsive to the labor market and supportive of apprenticeship training programs;

(4) The acquisition of equipment and the renovation of facilities necessary to improve or expand vocational education programs within the State;

(5) The provision of stipends for students entering or already enrolled in vocational education programs and who have acute economic needs which cannot

be met under work-study programs. The amount of a stipend may be the larger of either the minimum wage prescribed by State or local law, or the minimum hourly wage set under section 6(a)(1) of the Fair Labor Standards Act of 1938, as amended;

(6) Placement services for students who have successfully completed vocational education programs, including special services for handicapped individuals and cooperative efforts with rehabilitation programs;

(7) Day care services for children of students in secondary and postsecondary vocational education programs;

(8) The construction of area vocational education school facilities in areas having a demonstrated need for those facilities;

(9) The acquisition of high-technology equipment for vocational education programs; and

(10) The acquisition and operation of communications and telecommunications equipment for vocational education programs.

(c) A State shall use funds under this program for subgrants to support inservice and preservice training designed to increase the competence of counselors, and administrators, with special emphasis on the integration of handicapped and disadvantaged students in regular courses of vocational education. (Sec. 251; 20 U.S.C. 2341)

401.73--What activities does the Secretary support under the Consumer and Homemaking Education Program?

(a) The State shall conduct, in accordance with its State plan, and from its allotment for this program, consumer and homemaking education projects that may include--

(1) Instructional projects, services, and activities that prepare youth and adults for the occupation of homemaking;

(2) Instruction in the areas of--

(i) Food and nutrition;

(ii) Consumer education;

(iii) Family living and parenthood education;

(iv) Child development and guidance;

(v) Housing and home management, including resource management; and

(vi) Clothing and textiles.

(b) The State shall use the funds described in paragraph (a) of this section to support projects, services, and activities--

(1) In economically depressed areas;

(2) That encourage the participation of traditionally underserved populations;

(3) That encourage the elimination of sex bias and stereotyping;

(4) That improve, expand, and update consumer and homemaking education programs, especially those that specifically address needs described in paragraphs (b)(1), (2), and (3) of this section; and

(5) That address priorities and emerging concerns at the local, State, and national levels.

(c) The State may use the funds described in paragraph (a) of this section for--

(1) Program development and the improvement of instruction and curricula relating to--

(i) Managing individual and family resources;
(ii) Making consumer choices;
(iii) Managing home and work responsibilities;
(iv) Improving responses to individual and family crises;
(v) Strengthening parenting skills;
(vi) Assisting aged and handicapped individuals;
(vii) Improving nutrition;
(viii) Conserving limited resources;
(ix) Understanding the impact of new technology on life and work;
(x) Applying consumer and homemaking education skills to jobs and careers; and
(xi) Other needs as determined by the State; and
(2) Support services and activities designed to ensure the quality and effectiveness of programs, including--
(i) The demonstration of innovative and exemplary projects;
(ii) Community outreach to underserved populations;
(iii) The application of academic skills (such as reading, writing, mathematics and science) through consumer and homemaking education programs;
(iv) Curriculum development;
(v) Research;
(vi) Program evaluation;
(vii) The development of instructional materials;

401.76--What activities does the Secretary support under the Comprehensive Career Guidance and Counseling Program?
(a) The State shall conduct, in accordance with its State plan and from its allotment for this program, career guidance and counseling projects, services, and activities that are--
(1) Organized and administered by certified counselors; and
(2) Designed to improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education, and employment needs of vocational education students and potential students.
(b) The purposes of the projects, services, and activities described in paragraph (a) of this section must be to--
(1) Assist individuals to--
(i) Acquire self-assessment, career planning, career decisionmaking, and employability skills;
(ii) Make the transition from education and training to work;
(iii) Maintain the marketability of their current job skills in established occupations;
(iv) Develop new skills to move away from declining occupational fields and enter new and emerging fields in high-technology areas and fields experiencing skill shortages;
(v) Develop mid-career job search skills and to clarify career goals; and
(vi) Obtain and use information on financial assistance for postsecondary and vocational education and job training; and
(2) (i) Encourage the elimination of sex, age, handicapping conditions, and race bias and stereotyping;
(ii) Provide for community outreach;
(iii) Enlist the collaboration of the family, the community, business, industry, and labor; and

(iv) Be accessible to all segments of the population, including women, minorities, handicapped individuals, and the economically disadvantaged.

(c) The projects, services, and activities described in paragraph (a) of this section must consist of--

(1) Instructional activities and other services at all educational levels to help students develop the skills described in paragraph (b)(1) of this section;

(2) Services and activities designed to ensure the quality and effectiveness of career guidance and counseling projects, such as--

(i) Counselor education, including the education of counselors working with individuals with limited English proficiency;

(ii) Training support personnel;

(iii) Curriculum development;

(iv) Research and demonstration projects;

(v) Experimental projects;

(vi) The development of instructional materials;

(vii) The acquisition of equipment;

(viii) State and local leadership; and

(ix) State and local administration, including supervision, subject to Secs. 401.93(b) and 401.105(c);

(3) Projects that provide opportunities for counselors to obtain first-hand experience in business and industry; and

(4) Projects that provide students with an opportunity to become acquainted with business, industry, the labor market, and training opportunities, including secondary educational programs that--

(i) Have at least one characteristic of an apprenticeable occupation as recognized by the Department of Labor or the State Apprenticeship Agency, in accordance with the National Apprenticeship Act;

(ii) Are conducted in concert with local business, industry, labor, and other appropriate apprenticeship training entities; and

(iii) Are designed to prepare participants for an apprenticeable occupation or provide information concerning apprenticeable occupations and their prerequisites.

(Sec. 332(a), (b); 20 U.S.C. 2382(a), (b))

401.94--What are the cost-sharing matching requirements under the State Vocational Education Program?

(a) The Secretary pays no more than the Federal share of costs under the State Vocational Education Program for each fiscal year.

(b) For the purpose of paragraph (a) of this section--

(i) State administration, except under paragraph (b)(4) of this section, is fifty percent;

(ii) The administration of projects, services and activities by an eligible recipient, is fifty percent;

(iii) Projects, services, and activities for handicapped individuals, disadvantaged individuals, and adults who are in need of training and retraining under the Vocational Education Opportunities Program, is fifty percent;

(iv) Projects, services, and activities for individuals who are single parents or homemakers, individuals who are participants in programs designed to eliminate sex bias and stereotyping in vocational education, and criminal offenders who are in correctional institutions under the Vocational Education Opportunities Program, is one hundred percent; and

(v) Projects, services, and activities under the Vocational Education Improvement, Innovation, and Expansion Program, is fifty percent;

(2) Under the Special Programs, the Federal share of the cost of--

(i) State administration, is fifty percent;

(ii) The administration of projects, services, and activities by an eligible recipient, is fifty percent; and

(iii) Projects, services, and activities, unless otherwise indicated in the regulations in this part, is one hundred percent;

(c) Unless otherwise provided by the regulations in this part, a State or eligible recipient may not use the value of in-kind contributions to satisfy a cost-sharing requirement under the State Vocational Education Program.

4. How do I apply? Follow the procedures on page 10.

5. What records must I keep? The fiscal agent must maintain fiscal records for five years after the end of the project. Equipment inventories must be maintained. No commingling of funds is permitted, and audit trails must be evident.

6. Must funds be line itemed? Yes. However, only subtotal cost categories are subject to revision approval, before expenditure, where the subtotal change exceeds 10 percent.

7. Will the project be audited? Projects will be audited locally through annual or biennial audits. The project is subject to state and/or federal audits for compliance as well as fiscal regulations.

8. Projects funded for the fiscal year 1989 State Plan are contingent upon federal funds being received by the state. No project will be considered for funding for more than three years under Part B of Title II. All projects are approved annually; however, those ongoing are given preference.

9. What does a recipient agree to with funding of handicapped or disadvantaged projects? The recipient must:

   a. Assure that equal access will be provided in recruitment, enrollment, and placement to all disadvantaged and handicapped students.

   b. Assure that all vocational programs of the school will be available to disadvantaged and handicapped students.

   c. Assure that the least restrictive environment will be provided.

   d. Coordinate vocational programs for the handicapped or disadvantaged student with vocational education and special education.

   e. Provide parents of handicapped or disadvantaged students with information about the vocational education opportunities available to their children at least one year in advance of when vocational education is available.

   f. Assess the interest, abilities, and special needs of handicapped and disadvantaged students necessary to enhance successful completion of a vocational education program.

g. Assure that handicapped or disadvantaged students will be provided adapted curriculum, instruction, equipment, and facilities to help them successfully complete the vocational program.

h. Assure that professionally trained counselors will provide guidance, counseling, and career development activities.

i. Assure that counseling services will be provided to assist the handicapped or disadvantaged student make the transition from school to employment.

D. PROCEDURAL INSTRUCTIONS

"How to Apply"

1. Begin discussions early with your administrator or board of trustees.

2. For each project application, a category must be specified that meets the vocational needs determined by the school, organization, or institution.

3. Write an application. Use the format below. Note: all headings which are underlined must be answered.

4. Use the evaluation criteria on pages 12-14 to review your application.

5. Deliver two applications before JANUARY 22, 1988, 5:00 p.m. (MST). Mailed applications will be considered for funding if mailed on or before JANUARY 19, 1988. Mail applications to:

Gene R. Christiaansen
Department of Administrative/Vocational Education Services
Office of Public Instruction
State Capitol
Helena, Montana 59620
Phone 444-3169

6. APPLICATIONS RECEIVED AFTER THE ABOVE DEADLINES WILL NOT BE CONSIDERED.

7. Please limit your application Project Title to 14 words or less.

APPLICATION FORMAT
Underlined headings must be addressed in the application.

1. CATEGORY: Use categories listed on page 8. Refer to restrictions beginning on page 2. DO NOT submit the same application under various categories. It is possible that similar activities may take place under handicapped and disadvantaged categories. In a situation of similar activities, clearly define your subjects.

2. TITLE: Descriptive; 14 words or less.

3. NAME OF PERSON RESPONSIBLE FOR THE OBJECTIVE(S): Remember that all subsequent correspondence will be to the project director. This person will be responsible for all internal communication within his/her institution and/or organization.

Federal regulation requires certified guidance counselors and certified home economics personnel to be responsible for projects within guidance and home economics.

4. INSTITUTION: List the institutional mailing address and telephone number of the project director.

5. STATEMENT OF PROBLEM OR NEED: State the problem or need. How do you know that a problem really exists? Document or present statistical evidence of the need.

6. OBJECTIVE(S): The most common error last year was the listing of activities instead of objectives. State the objective(s) as an outcome measure. Indicate the approximate number of individuals to be served. In most cases, federal law requires an objective measure of the success of the project. Stating objectives in terms of outcomes is one method to assure meeting requirements of evaluation.

7. ACTIVITIES, RESPONSIBILITIES, TIMELINES: What will be done, who will do it, and how much time will be required? Remember, projects are generally approved in the time frame of July 1 to the following June 30.

8. EVALUATION: The most common error last year was the omission of the criteria for success or failure of the project. How do you know the project was a success? How does the evaluation measure the outcome of the objectives? Your evaluation plan must clearly identify objective measurement of outcomes.

9. RESULTS, PRODUCTS, AND DISSEMINATION: How can your peers and others benefit from the results you obtained?

10. SEX BIAS AND STEREOTYPING: State evidence that sex bias and stereotyping will not be a problem with a project. Generally schools include board policy and name the Title IX staff person to satisfy this requirement. If your school is currently under an Office of Civil Rights review, state the reasons for the current review.

11. BUDGET: Attach the detailed budget sheet. Indicate the federal dollars requested and, where appropriate, indicate the matching. The budget states the activities which are expressed in dollars and cents; consequently, the activities and budget are related. If the application requests disadvantaged category funds and the eligible recipient is going to use in-kind match, please specify.

    Provide a budget narrative explaining the line item request for federal funds and how matching funds will be provided.

12. SIGNED ASSURANCES: With the affixing of the chief administrative officer and board chairperson's signature to the back of the proposed and final budget sheet for the project, assurance is given that the eligible recipient will meet the special requirements for handicapped and disadvantaged projects. See item 9, page 13. Signatures also indicate a full faith effort to comply with federal regulations.

13. VERIFICATION OF COORDINATION: As a means of assuring communication/coordination and nonduplication of the project with other programs/agencies, obtain the typed name, signature and title of at least three of the following: Chapter 1 teacher, special education teacher, vocational rehabilitation counselor, Job Training Partnership Act representative, Adult Education Act representative, apprentice training program coordinator; and/or other representatives of relevant programs or attach letters of support to the proposal. For example, a letter of support may be written by any agency required under federal regulation for coordination purposes.

VOCATIONAL EDUCATION COMPETITIVE APPLICATION REVIEW

Applicant _____

Title _____

Specific category of federal funds applying for _____.

Directions - Please rate the point value of the application you believe the project merits. If you give a low point value for any section, please comment.

Each proposal will have a minimum of two readers. If there is a point spread of greater than 15 points between the two, a third reader must be obtained.

1. Person Responsible for the Project:
Does the person responsible for the objectives have the academic and work experience qualifications to do the job?
COMMENTS:

2. Statement of Problem or Need: (35 points possible)
Does the problem or need include the rationale for the proposed activity? Does the statement include information on the parameters of the problem? Does the documentation include test results, database search results, needs assessments of appropriate groups such as students, parents, community members, or advisory committees? A need is the difference between what is, compared with what should be.
COMMENTS:

3. Objectives: (20 points possible)
Does the proposal have objectives that show end products and/or outcomes? Does the objective show:
What is going to be done?
When it is going to be done?
How it is going to be measured?
Does the objective address the problem or need?
Remember, objectives are outcomes and not methods or activities.
COMMENTS:

4. Activities and Methodology: (15 points possible)
Do the activities and/or methods show specific planning as to what will be done to reach each objective? This section should show very clearly:
What will be done.
Who will do it.
How much time is required.
COMMENTS:

5. Evaluation: (15 points possible)
Is there a clear plan of evaluation? Does the evaluation plan measure and relate to accomplishment of the proposal objectives? Does the evaluation tell who will collect data or information; what will be collected; how it will be collected and when? What is the criteria for success or failure?
COMMENTS:

6. Dissemination: (5 points possible)
Will publications or other materials be produced? Is there a well-defined plan to get the project information or materials to vocational teachers and others? Are funds available for distribution?
COMMENTS:

7. Sex Bias and Stereotyping: (5 points possible)
Are Title IX and other state and federal Civil Rights requirements met? The application should be free from sex, race and other bias, stereotyping, and illegal discrimination.
COMMENTS:

8. Budget: (15 points possible)
Does the budget accurately and appropriately reflect the proposed activities? Is the match specified as cash or in-kind? Are the federal costs (i.e., personnel) a possible substitution of non-federal funds? Federal funds are to be used for vocational education activities over and above what is ordinarily available for students or for improvement. Are handicapped and disadvantaged funds essential for the identified individuals to participate in vocational education?
COMMENTS:

9. Signed Assurances on Budget Form Received?
__Yes __No A no disqualifies the application.

10. Verification of Coordination Received; Signatures or Letters of Support.
__Yes __No A no disqualifies the application.

_____ _____
Name of Reader Date

Total Points_____

III ALLOCATION TABLE

Table 1
Estimated Vocational Education Funds

Basic Grant		FY 1989 Allocation
Title II	Part A--Vocational Education Opportunities	
	Handicapped	373,610
	Disadvantaged	821,941
	Adult Training	448,331
	Single Parents or Homemakers	317,568
	Elimination of Sex Bias and Stereotyping	130,763
	Corrections	37,361
Title II	Part B--Program Improvement, Innovation and Expansion	
	Professional Development	138,650
	Curriculum Development	113,090
	Guidance	257,210
	All Other Categories	1,097,571
Title III	Special Programs	
	Part A--Community Based Programs	29,937
	Part B--Consumer/Homemaking Programs	119,823

NOTE:

Equipment projects under Title II, All Other Categories, must be submitted for new equipment that is reflective of current technology and could include funding for professional development and/or curriculum revision costs. Equipment replacement will not be funded. (See Reg. 401.60(4).)

High technology equipment projects under Title II, All Other Categories, must include funding for professional development and/or curriculum revision costs as necessary. (See Reg. 401.60(9).)

IV STATEWIDE PRIORITIES

Projects submitted within the identified priorities will be assigned additional points if a district desires to submit a project from within the following project priorities.

1. Middle school prevocational program development in vocational education--an exemplary project.

2. Development of a regional concept to introduce the Principles of Technology--a high school course in applied science that helps prepare tomorrow's technicians, teaches technical principles and concepts and provides hands-on laboratory experience.

3. Agricultural Education in Montana Schools--curriculum development.

4. Adult agricultural education models to serve the training and retraining of agricultural workers through the secondary setting.

5. Development, adoption or adaption of a secondary competency testing system for secondary vocational education.

6. Curriculum development within
   a. Technology Education
   b. Home Economics
   c. Business Education
   d. Agricultural Education
   e. Marketing Education

   that utilizes modern technology and the infusion of basic skills into vocational education, including, but not limited to, articulated programs with higher education and the dual granting of credit between vocational education and academic education for high school graduation purposes.

7. Development of a one-week workshop for 120 gifted and talented vocational education students to include business/industry representatives who will provide instruction and leadership reflecting state-of-the-art industry practices. The conference must be coordinated at an institution of higher education that will have housing and food service available. The conference should be scheduled in June of 1989.

FEDERAL VOCATIONAL FUNDS

VOCATIONAL EDUCATION DETAILED PROJECT BUDGET

School and/or Project Applicant _____ Project Number _____

Complete this detailed budget.

Expenditure Items	Original Budget			Revision No. 1		Revision No. 2	
	Federal Budg. Line Items	Federal Funds Cost Area Total	Matching Funds	Federal Funds Cost Area Total	Matching Funds	Federal Funds Cost Area Total	Matching Funds
Administration: (List only if allowable for match)	XXXXXXXX	XXXXXXXX					
Administration & Supervisors' Salaries & Benef.	XXXXXXXX	XXXXXXXX		XXXXXXXX		XXXXXXXX	
Other Expenses	XXXXXXXX	XXXXXXXX		XXXXXXXX		XXXXXXXX	
Personal Services:	XXXXXXXX						
Salaries		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Hourly Wages		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Employee Benefits:	XXXXXXXX						
FICA		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Retirement--Other		XXXXXXXX		XXXXXXXX		XXXXXXXX	
State Unemployment		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Teachers' Retirement		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Retirement--Other		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Insurance (specify)		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Operating Expenses:	XXXXXXXX						
Printing		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Honorarium		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Contracted Services		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Supplies & Materials		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Telephone		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Postage & Mailing		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Travel		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Rent		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Utilities		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Repair		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Other Expenses		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Instructional Equipment:	XXXXXXXX						
Instructional Minor Equipment*		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Instructional Major Equipment**		XXXXXXXX		XXXXXXXX		XXXXXXXX	
Indirect Costs	XXXXXXXX						
TOTAL BUDGET	XXXXXXXX						
Date							
OPI Approval Signature							

* Expenditures for all instructional equipment having a unit cost of less than $300.

** Expenditures for all instructional equipment having a unit cost of $300 or more, $200 for SBAS accounting postsecondary only.

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OFFICE OF PUBLIC INSTRUCTION
STATE CAPITOL
HELENA, MONTANA 59620
(406) 444-3095

Ed Argenbright
Superintendent

July 21, 1988

TO: Sib Clack

FROM: Jim Whealon, Specialist
Educational Equity

RE: FY1989-90 State Plan Deficiencies

I have your July 13 memo requesting a written response to the ADVOCNET letter from the U.S. Department of Education concerning assurances under Section 204 of the Act.

Enclosed please find a copy of our rating sheet used for all CDP grants, the final report narrative, and our evaluation sheet used to evaluate CDP Handicapped and Disadvantaged Programs. Also, our Special Education Unit evaluates 20 percent of the schools with handicapped programs each year. Their records review process checks for IEP's, which are required under state regulations.

Each year we on-site evaluate about 25 of all federal projects. We require a closeout narrative from all projects each year. Our RFP proposal and closeout also addresses these concerns. Please see the attached documentation.

We believe that these procedures effectively address the question posed by the U.S. office.

Enclosures

jp/01

Affirmative Action — EEO Employer

VOCATIONAL EDUCATION COMPETITIVE
APPLICATION REVIEW

Applicant _____

Title _____

Specific category of federal funds applying for _____.

Directions - Please rate the point value of the application you believe the project merits. If you give a low point value for any section, please comment.

Each proposal will have a minimum of two readers. If there is a point spread of greater than 15 points between the two, a third reader must be obtained.

Score

___ 1. Person Responsible for the Project: (5 points possible)
Does the person responsible for the objectives have the academic and work experience qualifications to do the job?
COMMENTS:

___ 2. Statement of Problem or Need: (20 points possible)
Does the problem or need include the rationale for the proposed activity? Does the statement include information on the parameters of the problem? Does the documentation include test results, database search results, needs assessments of appropriate groups such as students, parents, community members, or advisory committees? A need is the difference between what is, compared with what should be.
COMMENTS:

___ 3. Objectives: (20 points possible)
Does the proposal have objectives that show end products and/or outcomes? Does the objective show:
What is going to be done?
When it is going to be done?
How it is going to be measured?
Does the objective address the problem or need?
Remember, objectives are outcomes and not methods or activities.
COMMENTS:

___ 4. Activities and Methodology: (15 points possible)
Do the activities and/or methods show specific planning as to what will be done to reach each objective? This section should show very clearly:
What will be done.
Who will do it.
How much time is required.
COMMENTS:

Score

__ 5. Evaluation: (15 points possible)
Is there a clear plan of evaluation? Does the evaluation plan measure and relate to accomplishment of the proposal objectives? Does the evaluation tell who will collect data or information; what will be collected; how it will be collected and when? What is the criteria for success or failure?
COMMENTS:

___ 6. Dissemination: (5 points possible)
Will publications or other materials be produced? Is there a well-defined plan to get the project information or materials to vocational teachers and others? Are funds available for distribution?
COMMENTS:

___ 7. Sex Bias and Stereotyping: (5 points possible)
Are Title IX and other state and federal Civil Rights requirements met? The application should be free from sex, race and other bias, stereotyping, and illegal discrimination.
COMMENTS:

___ 8. Budget: (15 points possible)
Does the budget accurately and appropriately reflect the proposed activities? Is the match specified as cash or in-kind? Are the federal costs (i.e., personnel) a possible substitution of non-federal funds? Federal funds are to be used for vocational education activities over and above what is ordinarily available for students or for improvement. Are handicapped and disadvantaged funds essential for the identified individuals to participate in vocational education?
COMMENTS:

10. Signed Assurances Received:
__Yes __No A no disqualifies the application.

11. Verification of Coordination Received:
__Yes __No A no disqualifies the application.

_____ _____
Name of Reader Date

_____Total Points

PURPOSE OF AGREEMENT

To clarify procedures between the Board of Public Education, State of Montana, and the Department of Special Services, Office of Public Instruction, regarding educational activities for handicapped individuals within the Montana School for the Deaf and Blind.

STATEMENT OF INTENT

It is the intent of the Board of Public Education and the Department of Special Services to triannually conduct joint monitoring of the educational programs at the Montana School for the Deaf and Blind (MSDB) serving handicapped children. Monitoring activities of the educational programs will follow guidelines set by P.L. 94-142, P.L. 93-112, P.L. 98-199, P.L. 89-313, Montana State Law and Administrative Rules. It is the intent that the compliance of these documents will be met by the institution education program. Results of monitoring and compliance issues will be issued by the Board of Public Education with prescribed activities directed to MSDB. Monitoring of corrective actions will be conducted by the Board of Public Education in cooperation with the Department of Special Services.

Agreed upon this date, June 1, 1984, and, unless amended, is in effect until January 1, 1987.

TED HAZELBAKER
Chairperson
Board of Public Education

JUDITH A. JOHNSON
Assistant Superintendent
Office of Public Instruction
Department of Special Services

Attachments:

P.L. 89-313
P.L. 94-142
P.L. 93-112 (Section 504)
P.L. 98-199
Title 53, Title 20, Montana Code Annotated
Administrative Rules, Office of Public Instruction

mco/17.31

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D. Monitoring and Training Activities

The SEA shall monitor all educational programs for the handicapped to ensure compliance with state and federal mandates. This includes the review of and assurance from private and public institutions to implement the requirements of serving children in the least restrictive environment.

Through the distribution of rules and regulations, the on-site monitoring reviews, inservice training activities and SEA technical assistance efforts, LEAs are informed of their responsibilities regarding the requirements of least restrictive environment.

To ensure LEA compliance with existing state and federal laws and regulations, the on-site monitoring teams will conduct random in-depth reviews of individual CST reports and determine if in fact criteria established have been met. Determination of compliance will be made by the monitoring team based on (1) review of the CST report, (2) review of appropriate program availability within the district, (3) on-site observation of the child within the educational setting, and (4) the services provided.

Upon determination that a child is not receiving appropriate services or placement does not conform to criteria of the least restrictive environment, the monitoring team shall:

(1) Notify the LEA or SOP in writing that either appropriate services or placement in the least restrictive environment do not comply with state and federal regulations.

(2) Provide the LEA or SOP with written documentation of areas of non-compliance and suggest steps by which the child study team might comply with stated regulations. It is neither the intent nor the desire of the monitoring team to establish specific objectives, services or specific placement of the child, only to direct the child study team to comply with state and federal law.

Upon receiving written notification of discrepancies in services or placement in the least restrictive environment, the Office of Public Instruction will notify the LEA or SOP of the necessary corrective actions, timelines and sanctions if appropriate.

Further assurance by LEAs of the establishment of least restrictive environment requirements are afforded in Part B application. The Office of Public Instruction requires a "sign-off" by the LEA assuring that the least restrictive environment requirement is met. This "sign-off" must be noted before Part B dollars are released by the Office of Public Instruction to any LEA.

The Office of Public Instruction, Department of Special Services, has developed a multi-media Child Study Team Training Package. This package is made available to administrators, teachers and directors of special education. The package includes filmstrips, tapes, overhead transparencies, films and a series of printed materials that deal specifically with the CST and the placement of the student in the least restrictive environment. These packages are used for numerous on-site workshops by district directors of special education and directors of special education cooperatives. State level presentations are made by the Office of Public Instruction at state meetings of the Montana Education Association, Council for Exceptional Children and the Council for Administrators of Special Education. Workshops are conducted through the State Law Enforcement Academy to instruct judges, attorneys, juvenile counselors, social workers and probation officers in the CST process, the least restrictive environment and state and federal laws pertinent to services for handicapped children.

XIII. ANNUAL EVALUATION

A. Policy and Procedures

Two methods of evaluating local education agency programs are:

(1) Local education agencies submitting annual updates of program narratives, and

(2) State education agency on-site visits of local education agency programs.

1. Administrative Rules of Montana

10.16.1902. Program Narrative

(1) The program narrative must describe the total special education program within a given district and shall include the following components:

- (a) Child identification
- (b) Confidentiality of personally identifiable information
- (c) Full education opportunity goal
- (d) Facilities, personnel and services
- (e) Personnel development
- (f) Parent involvement
- (g) Participation in regular education programs
- (h) Child Study Team
- (i) Individualized Education Programs
- (j) Procedural safeguards

(2) If a school district does not provide special education services and does not submit a budget, it still must screen its students annually for handicapping conditions. This process must be described in narrative form and submitted to the Superintendent of Public Instruction for approval.

10.16.1904. Evaluation

(1) All special education programs must be evaluated with both objective and subjective measures. Objective measures must be appropriate in terms of reliability and validity to assure reasonably accurate information. Subjective data also may be used to substantiate, clarify or enrich the evaluation results. The evaluation design must be concise and measure the degree to which the stated educational objectives have been accomplished. Results should be reported in a manner that is conducive to decision making by all education agencies and evaluators.

(2) Evaluation should be an ongoing process with reporting completed at least once a year. The district should make these reports available to the public on request.

2. [redacted] Activities

In addition to program narratives, state education agency on-site visits of local education agency programs will lend further evaluation information.

The Department of Special Services of the Office of Public Instruction has responsibility for evaluating the general effectiveness of special education programs and services throughout the state. Procedures for annual evaluation of each school district's special education programs and related services are in operation. Data to document the extent of services, type of professional personnel and numbers of children served (by type and severity of exceptionality) is collected twice each year. Annual program approval request procedures provide to districts the opportunity to modify programs already in operation, as well as to expand within approved ratios to various

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program models. Special education program reviews are scheduled to provide a formal on-site visit to each Montana school providing special education at least once within a five-year period.

3. Evaluation of individualized education programs is accomplished via two methods. Yearly program narratives are provided by all LEA programs and include a current description of the IEP form and process. Additionally, IEPs are formally reviewed during the on-site monitoring process and any deficiencies are included as corrective actions on the review report.

children, in planning programs, and in admitting and discharging children from such programs;

(7) assisting local school districts, institutions, and other agencies in developing full-service programs for all handicapped children;

(8) approving, as they are proposed and annually thereafter, those special education classes or programs which comply with the laws of the state of Montana, policies of the board of public education, and the regulations of the superintendent of public instruction;

(9) providing technical assistance to district superintendents, principals, teachers, and trustees;

(10) conducting conferences, offering advice, and otherwise cooperating with parents and other interested persons;

(11) preparing appropriate training and instructional material for persons appointed as surrogate parents that outlines their duties toward the child, limitations on what they may do for the child, duties in relation to the child's records, sources of assistance available to the surrogate parent, and the need to seek competent legal assistance in implementing hearing or appeal procedures;

(12) acting as the coordinating agency with federal agencies, other state agencies, political subdivisions of the state, and private bodies on matters concerning special education, reserving to the other agencies and political subdivisions their full responsibilities for other aspects of the care of children needing special education;

(13) administering regional special education services for children in need of special education in accordance with policies of the board of public education; and

(14) contracting for the delivery of audiological services to those children allowed by Montana law in accordance with policies of the board of public education.

2. Policy Statement

The Office of Public Instruction has the responsibility to ensure compliance of institution educational programs, including on-site monitoring. In addition, educational standards have been jointly developed by the Office of Public Instruction, the Department of Institutions and representatives of the institutional facilities. These standards, in addition to fully detailing educational standards applicable to institutional facilities, delineate the monitoring role of the Department of Special Services of the Office of Public Instruction.

B. State Education Agency Monitoring Procedures

1. [redacted]toring and Evaluation Activities

The Department of Special Services has a comprehensive ongoing and systematic monitoring process to ensure compliance with all applicable statutes, regulations, state plans and applications. The process includes on-site visitations and technical assistance to public agencies to help them meet the needs of all handicapped children. Copies of the monitoring forms used in this process are included in Appendix B.

Approximately one-fifth of all budgeted special education programs are visited annually. An exception to this schedule applies to state operated programs. One-third of all state operated programs are visited annually; however, the Montana Developmental Center is visited on an annual basis. In addition, approximately one-fifth of nonbudgeted school districts will be

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monitored through visitation with special education cooperative programs. In this way, all public schools within the state can be monitored on a five-year cycle.

Prior to the conduct of on-site visits, the public agencies are contacted by telephone and are sent a descriptive letter. The letter provides information regarding the purpose, intent and procedures of the monitoring visit. Specific areas of program compliance are also listed.

The basic monitoring process is:

(a) Local agencies are notified of the date of the on-site visit and given basic logistical information at least two weeks prior to the visit.

(b) Follow-up calls are made to work out the details of the monitoring process, e.g., location of records, transportation needs, location and scope of existing programs, etc.

(c) Upon the arrival of the monitoring team an entire interview is conducted with the administrator of the local agencies to explain the process and finalize specific team assignments.

(d) Collection of monitoring data is obtained by two basic procedures-- interviewing and personal inspection. Interviews are scheduled with:

--the chief administrative officer of the agency
--all school administrators who have special education duties
--all school administrators who have special education services within their school
--special education direct service and support staff
--all or a representative sample (depending upon the size of the agency) of special education direct service and support staff
--a sample of regular education teachers within each building
--a sample of parents and handicapped children receiving services

Samples of forms used for data collection for each of the above are included in Appendix B.

In addition to the basic interviewing process, direct observation is made of:

--all or a representative sample of the special education records
--all facilities utilized for the delivery of special education services and a sample of regular education facilities
--materials and supplies dedicated to special education students and those available from the general program
--classroom observation of selected classes to evaluate the effectiveness of the IEP implementation

(e) An exit interview is conducted with the administrator responsible for the provision of special education services. At that time, any areas of concern (e.g., compliance) are addressed. Specific remedial actions are prescribed and arrangements for technical assistance are discussed.

(f) A written report of the results of the monitoring visit is sent to the chief administrator of the agency within three weeks. The report includes specific corrective actions and timelines when appropriate. A general summary of program effectiveness is also included. Follow-up visits may be scheduled.

2. Compliance Procedures for Allegations of Substantive Actions

Montana SEA has adopted procedures for reviewing, investigating and acting on allegations of substance concerning actions taken by a public agency that are contrary to this Act.

The position designated as responsible for implementing these requirements is that of Compliance Specialist, Department of Special Services. The complete citation of the Administrative Rule (10.16.1110) implementing this process is at V, A, 2.

EVALUATION

OFFICE OF PUBLIC INSTRUCTION
DEPARTMENT OF VOCATIONAL EDUCATION SERVICES

Assurance Checklist for Disadvantaged and Handicapped Projects under P.L. 98-524, Sec. 204(b)(c).

INSTRUCTIONS: Specialists and other personnel assigned disadvantaged or handicapped project management responsibilities are to complete this on-site checklist based upon factual evidence of existing local practices.

PROJECT NUMBER_____

PROJECT LOCATION_____

DIRECTOR'S NAME_____

See 204 "Criteria for Services and Activities for the Handicapped and for the Disadvantaged"

	CHECKLIST	
1. Records at the eligible recipient indicate that equal access has been provided disadvantaged and handicapped individuals with respect to activities of:		
a. Recruitment	YES	NO
b. Enrollment	YES	NO
c. Placement	YES	NO
d. A full range of program offerings is available; coop, apprenticeship	YES	NO
COMMENTS:		
2. Records of evidence indicate compliance with state and federal laws in providing the least restrictive environment.	YES	NO
COMMENTS:		

3. Planning for vocational services included appropriate representatives. YES NO

COMMENTS:

4. Records indicate evidence that parents of disadvantaged or handicapped students and the students were provided information concerning opportunities available in vocational education at least by the beginning of grade eight. YES NO

COMMENTS:

5. Disadvantaged and handicapped students enrolled in programs funded under P.L. 98-524 at the secondary level have received:

a. Assessment of interests, abilities and special needs which assist the student in completing successfully the vocational education program. YES NO

b. Test the special services that were designed to assist the student. Check if applicable.

1. curriculum revision_____
2. instructional delivery modification_____
3. equipment purchased 75% disadvantaged/handicapped enrollment required_____
4. facilities modification_____
5. other_____ YES NO

_____

c. A certified counselor is on staff who has been trained in providing special services. YES NO

d. Each handicapped individual has an Individual Education Plan on file. YES NO

COMMENTS:

e. Evidence is available attesting to a transitional service for students who are:

1. Seeking job placement	YES	NO
2. Continuing education	YES	NO
3. Other_____	YES	NO

_____

This evaluation sheet is to be signed and dated with one copy for the LEA and one copy to be placed in the Departmental project files.

Attach any technical assistance or follow-up correspondence.

_____ _____

Signature of Specialist Date

State of Montana Office of Public Instruction Ed Argenbright, Superintendent Helena, Montana 59620	FINAL REPORT FORM FOR CARL PERKINS VOCATIONAL ACT PROJECTS	Project Number _____ ___

This form is to be completed by the project director within 60 days after the specified project ending date.

Project Director Name: _____
Address: _____
_____

Telephone Number: _____

Project Title: _____
_____

Write the number served--or--leave blank if not appropriate.

Number of Participants	Grades 9-12		Postsecondary/Adult		Total
	Male	Female	Male	Female	
Handicapped					
Disadvantaged					
Adults					
Single Parents					
Non-traditional programs					
Incarcerated					
Total					

Summarize Project Objective(s): _____
_____
_____
_____
_____

Cite the measurable evidence for the success or failure of the project. _____
_____
_____
_____
_____

Quote and/or paraphrase any comments by participant(s) that indicate the success of the project. _____
_____
_____
_____
_____

If a publication and/or report was made, how did you let others know about your findings and/or success? _____
_____
_____
_____
_____

How did you coordinate your project activities with: Private Industry Council, Adult Education Programs, Chapter 1 teachers, special education teachers and Social and Rehabilitation (SRS) representative? _____

_____

_____

_____

_____

What guidance, counseling programs and career development activities were provided to participants? _____

_____

_____

_____

_____

Handicapped and Disadvantaged Projects (only)

What methods were used to assess interests, abilities and special needs of handicapped and disadvantaged students? _____

_____

_____

_____

_____

Were IEP developed for all handicapped participants? ☐ Yes ☐ No

Equipment Inventory

If any federal funds were used to purchase equipment costing more than $300, please complete the following inventory. It is assumed that you have and will continue to have adequate safeguards to prevent, loss, damage, or theft of the equipment. It is further assumed that adequate maintenance procedures are used to keep the equipment in good condition.

Mnfctr. Model # or Ser.#	Date Acquired Mo/Da/Yr	Cost of Equip.	% of Cost from Fed. Funds	Location of Equip.	Cond. of Equip.*	Note on Transfer Replace. or Dispos of Equip.	Inventory Number

* G=Good F=Fair P=Poor

The above inventory requirements come from the Code of Federal Regulations (CFR) 34 Parts 1 to 299; Revised July 1, 1985, Sections 74.134 through 74.139.

Equipment purchased with federal funds must remain on inventory for five (5) years or audit trail information on the disposition of equipment must be available for five (5) years. No equipment may be sold, traded or disassembled so as to lose its original identity unless procedures of CFR 34 section 74.139 are followed. Assistance with this section may be obtained from the Department of Vocational Education Services (444-2413).

jp/223.A

SIGNED ASSURANCES
MONTANA VOCATIONAL EDUCATION FUNDS
UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

The eligible recipient will comply with the requirements of P.L. 98-524 (Carl D. Perkins Vocational Education Act) and all applicable federal and state rules and regulations.

The eligible recipient assures the Office of Public Instruction that services provided under the approved project do not discriminate nor violate provisions of Title IX, Title VI, and Section 504.

Line 1: _____
Chairman, School District Board of Trustees or Authorized Representative — Date

Line 2: _____
Dean/Department Head/Administrator — Date

Line 3: _____
Project Director — Date

If the project uses Disadvantaged or Handicapped funds, the following assurance must also be signed.

The eligible recipient will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals to provide (1) for equal access in (a) recruitment, enrollment, and placement activities; and (b) to the full range of vocational education programs available including occupational specific course of study, cooperative education, and apprenticeship programs, (2) for programs and activities for handicapped individuals in the least restrictive environment and which, whenever appropriate, are included as a component of the student's individualized education plan, and (3) which are planned through the coordination of appropriate representatives of vocational education and special education.

(a) Each local educational agency that receives an allocation of funds under Secs. 401.95 and 401.96 shall use those funds to provide information to handicapped and disadvantaged students and their parents concerning the opportunities available in vocational education and the requirements for eligibility for enrollment in vocational education programs, at least one year before the students enter the grade level in which vocational education programs are first generally available in the state, but in no case later than the beginning of the ninth grade.

(b)(1) Each local education agency described in paragraph (a) of this section shall provide to each handicapped or disadvantaged student that enrolls in a vocational education program--

(i) An assessment of the interests, abilities, and special needs of that student with respect to completing successfully the vocational education program;

(ii) Special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs established under paragraph (b)(1)(i) of this section;

(iii) Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

(iv) Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

(2) Consistent with the regulations in this part, a local educational agency may use the funds described in paragraph (a) of this section to pay for the cost of services and activities required by paragraph (b)(1) of this section.

Line 1: _____
Chairman, School District Board of Trustees or Authorized Representative — Date

Line 2: _____
Dean/Department Head/Administrator — Date

co/230

APPENDIX I

BOARD OF REGENTS

MONTANA UNIVERSITY SYSTEM

REQUEST FOR PROPOSALS

POSTSECONDARY VOCATIONAL EDUCATION

FISCAL YEAR 1989
July 1, 1988 - June 30, 1989

Carl D. Perkins Vocational Education Act
PL 98-524

Helena, Montana

December, 1987

This Request for Proposals is developed under funds provided by the Carl D. Perkins Vocational Education Act to the State of Montana. Funding of such proposals is dependent on federal funding and final selection by the Board of Regents.

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I. INTRODUCTORY INFORMATION

A. THE ACT AND ITS PURPOSES

The Carl D. Perkins Vocational Education Act of 1984 represents the federal government's most recent support for vocational education, which began in 1917 with the Smith-Hughes Act. In 1963, Congress enacted the Vocational Education Act, which was amended in 1976. With the Carl D. Perkins Act, the emphasis has been placed on 1) utilizing federal vocational education funds to enhance national competitiveness by contributing to the development of human capital to meet the demands of the labor market; 2) increasing service to populations that have previously been underserved in vocational education; and 3) funding research and technical assistance to enhance effectiveness of programs. The federal commitment to vocational education is meant to augment the larger state and local resources for vocational education and to fill gaps of the past.

The 1984 legislation lists nine purposes:

1. To assist states to expand, improve and modernize quality vocational education programs so that needs of the existing and future workforce are met;

2. To assure greater access to vocational education programs by special target groups which have not been equally served in the past (for example: handicapped and disadvantaged individuals, men and women entering non-traditional occupations, single parents, homemakers, individuals with limited English proficiency, and incarcerated individuals);

3. To promote cooperation between public agencies and the private sector in preparing individuals for employment, and to make vocational education more responsive to the needs of local labor markets;

4. To improve the academic foundations of vocational students and to assist in applying newer technologies to employment and occupational goals;

5. To provide additional vocational education services in the training, retraining and upgrading of workers in new skills which are in demand now or in the future;

6. To assist the most economically depressed areas of a state, in raising the employment competencies of its citizens;

7. To assist states in utilize a full range of supportive services, special programs, guidance counseling and job placement;

8. To improve the effectiveness of consumer and homemaking education and to reduce sex-role stereotyping in training and employment; and

9. To authorize certain programs on a national level which will be designed to meet vocational education needs and strengthen the vocational research process.

The Act has five major sections, with the major thrust of the legislation being based in Title II and Title III:

Title I (Vocational Education Assistance to the States) outlines allocation formulas to the states, the funds distribution within a state and specifies organizational and planning responsibilities.

Title II (Basic State Grants) specifies the use by each state of its basic federal grant:

Part A (Special Populations) requires that 57% of Title II funds will be used to serve special populations:

Handicapped	10%
Disadvantaged (educationally and economically)	22%
Adults in Need of Training/Retraining	12%
Single Parents or Homemakers	8.5%
Individuals Participating in Programs to Eliminate Sex Bias or Stereotyping	3.5%
Institutionalized Criminal Offenders	1%

Part B (Program Improvement, Innovation and Expansion) requires that the remaining 43% of Title II funds be used for program improvement, expansion and innovation to vocational education.

Title III (Special Programs) authorizes additional special programs to be administered by states (some of which have not been funded yet by Congress*):

--Community-Based Organization Programs

--Consumer and Homemaking Education

*--Adult Training, Retraining and Employment Development

*--Comprehensive Career Guidance and Counseling Programs

*--Industry - Education Partnership for Training in High-Technology Occupations

Title IV (National Programs) outlines activities and programs to be funded by the Secretary of Education from discretionary funds:

- *Part A — Research Activities (includes the National Center for Research in Vocational Education)*
- *Part B — Demonstration Programs*
- *Part C — National Occupational Information Data System*
- *Part D — National Council on Vocational Education*
- *Part E — Bilingual Vocational Training Programs*

Title V (General Provisions) contains general administration provisions, definitions, transition provisions and amendments to other related federal legislation.

B. **A CAUTIONARY NOTE**

In those cases in which matching funds are required in order to receive federal funds, the literal meaning is that every federal dollar spent must be matched by a dollar from local or state (non-federal) funds.

One exception to this requirement is as follows:

> *"Contributions from local sources toward the non-federal share of the costs of projects, services, and activities for disadvantaged individuals under the Vocational Education Opportunity Program must be in cash or to the extent the eligible recipient determines that it cannot otherwise provide the contribution, in the form of in-kind contributions, fairly valued, including facilities, overhead, personnel, equipment, and services."*

*Federal Register, July 14, 1986 (p. 25494, Section 401.97b)

C. **PLANNING INFORMATION**

Under the Carl D. Perkins Act, the majority of the funds are allocated by formula to schools. Some discretionary funds for special initiatives may be released through a competitive bidding (RFP) process.

Federal vocational education funds are allocated annually to Montana and other states by a formula run by the U. S. Department of Education. Each state receives its allotment based on a formula that includes the following elements and percentages:

50% is based on state's percentage of 15-19 year olds
20% is based on state's percentage of 20-24 year olds
15% is based on state's percentage of 25-65 year olds
15% is based on state's percentage of 15-65 year olds

Each state allotment is then inversely weighted by a ratio of the state-to-national median cost per capita income, thus increasing the allotments to poorer states.

Within this state allotment, each state is required to expend Title II funds according to a split established by the Act (please refer to these specific sections on page 2 of this document).

The Act requires that states provide certain statements of certification and various assurances with regard to the planning for and administration of federal funds in combination with state funds. This initial planning cycle began in February, 1985. The Montana plan is valid until June 30, 1988, at which time it will be amended by a new State Plan for Montana.

The program year funding for activities addressed in these materials will begin July 1, 1988, which means that if your proposed activity is approved for funding it may begin on that date pending receipt of federal funds by the state.

Each eligible recipient may become involved by responding to this Request for Proposal (RFP) in which you and your institution will reflect the specific interest and needs of your local community. These expressed needs and priorities will serve as the basis for the local and amended state plan.

This response from the field of Montana's eligible recipients defines the state's plan to address basic vocational opportunities, program improvement, program innovation and expansion, and other special programs designed to assist specific groups of individuals who can profit from vocational education.

An attempt has been made to streamline the RFP process in such a way that all interested recipients can respond through one application process. It is suggested that all persons who are interested in applying for federal vocational education funds get a copy of the Perkins Act and its accompanying regulations. These should be available in your local or institutional library, or you may request a copy from our office:

Shelley Gratton
c/o Deputy Commissioner for Vocational Technical Education
33 South Last Chance Gulch
Helena, Montana 59620
Telephone: 444-6570

II. THE APPLICATION PROCESS

A. ELIGIBLE RECIPIENTS

At the present time, the following institutions and organizations are eligible to apply for and receive these funds:

--high school districts
--community colleges
--tribally controlled (Native American) community colleges
--vocational technical centers
--community-based organizations
--colleges and universities which have approved vocational-technical education programs (at less than the baccalaureate degree level)*

*NOTE: Those postsecondary institutions which desire to submit proposals on behalf of secondary programs or teachers should secure the RFP informational materials from the Office of Public Instruction at the following address:

Gene R. Christiaansen
Department of Administrative/Vocational Education Services
Office of Public Instruction
State Capitol
Helena, Montana 59620
Telephone: 444-3169

B. **RESTRICTIONS**

All eligible recipients are urged to apply for these federal vocational education funds in the various categories specified by the Act.

However, certain restrictions apply and these should be carefully considered by all applicant institutions prior to submitting any proposal.

These restrictions include (but are not limited to):

1. Compliance with the Vocational Education Act of 1984;

2. Maintenance and submission of required reports and fiscal records;

3. Evidence that the required match of funds and the required assurances are met;

All projects are subject to state and/or federal audit.

C. **APPLICATION FORM**

The attached form entitled "Application for Federal Vocational Education Funds" should be completed using the following guidelines:

1. Begin discussions with appropriate administrative personnel about your proposal at the earliest possible time.

2. Each proposal must be categorized according to its targeted objective (disadvantaged, curriculum development, adult, etc.). Proposals should reflect those vocational needs which have been identified by your institution or organization. Do not submit the same proposal under various categories.

3. The application review criteria which will be used in evaluating your proposal have been included for your use as you develop your proposal. It is suggested that you ask yourself if the questions in the "Proposal Review Form" are each answered somewhere in your proposal.

4. Please limit the title of your proposal to 14 words or less. Select a title which clearly describes what the project will accomplish (for example, "A Personnel Development Workshop for Office Technology Instructors" or "Curriculum Development: Competency-Based Nursing Career Ladder Model").

5. In naming the Project Director, please be aware that all subsequent correspondence will be sent to this individual, and that this individual will be responsible for all internal communication within the institution and/or organization.

   A brief summary of the Project Director's academic and experiential background should be given so that a reasonable assurance can be made that this individual possesses the qualifications necessary to direct the proposed project.

   Federal regulations require that certified guidance counselors must be responsible for projects which deal with counseling activities.

6. In the statement of the problem or need, give a clear statement of what the problem is and cite evidence of how you know that such a need exists. Give adequate documentation or statistical evidence which supports the need you have described.

7. As you develop the specific objectives of the proposal, bear in mind that these must be stated in measurable outcomes. Think in terms of how you will know (or measure) in an objective way whether or not the project has been successful.

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8. As you plan your proposed project, consider and document the various **activities which will be performed** throughout the project (that is, **what will be done?**).

   Document by name the **individuals who will be responsible** for carrying out the various activities required by the project (that is, who will do it?).

   In addition, plan for and document the **timelines required** to accomplish the various objectives and activities of the project (that is, **how long will it take?**).

   Most projects are designed to fit (from start to finish) within the time period of July 1 through June 30 of the following year.

9. Please give careful consideration to **how the overall project will be evaluated.** Criteria should be given by which the project's success or failure will be measured. These evaluative criteria should bear a relationship to the **specific objectives** of the project itself.

10. Plan the process by which the **results of your project and its products** will be shared with your peers and other persons who may profit from knowing about this project.

    Tell how this information will be disseminated to the field or other parts of the state.

11. In the section **"Sex Bias and Stereotyping"**, simply give evidence to show that sex bias and stereotyping will not be a problem with your project.

    Typically, institutions and organizations use their agency's board-approved **statement of policy** (found at the beginning of the catalogue) and give the **name of the individual who has Title IX responsibilities** at the postsecondary institution.

12. Complete the attached **budget form.** Indicate the amount of federal funds you are requesting in each category and (where appropriate) the nonfederal matching dollars.

    Include a **cost allocation plan** which delineates salary, fringe benefits, etc. of the individual(s) concerned.

    If you are requesting funds to be used in the disadvantaged category and you will be providing an in-kind match, please specify (see "A Cautionary Note" on page 4 of this document).

In addition to the completed budget form, provide a budget narrative which elaborates on the line item requests for federal funds and how your institution will provide the required matching funds.

NOTE: As you develop your budget form and narrative, please contact this office with any questions to which our staff may provide clarification.

Shelley Gratton can direct your call or letter to the appropriate staff member with grants management responsibility if you will contact her at 444-6570 and indicate the category of your proposed project.

13. The signed assurances indicate your institution's full faith effort to comply with federal regulations which exist for handicapped and disadvantaged projects.

Please note that these assurances must be signed in order for your proposal to be considered.

14. Most projects require coordination and communication between your institution and other agencies so that projects and efforts are well known and unnecessary duplication is avoided. Please indicate through "Verification of Coordination" that this joint planning or sharing of information has occurred.

This verification may be done through the affixing of signature of chief agency administrator, position or title, and date OR by attaching letters of support for the proposed project.

15. After you have completed the application process, please deliver <u>two</u> copies of your proposal no later than 5:00 p.m. on January 22, 1988 to the address given below:

Brady J. Vardemann
Deputy Commissioner for Vocational Technical Education
33 South Last Chance Gulch
Helena, Montana 59620
Telephone: 444-6570

Applications which are sent by mail will be considered if they are postmarked on or before January 19, 1988.

APPLICATIONS RECEIVED AFTER THESE DEADLINES CANNOT BE CONSIDERED.

16. GOOD LUCK! Please contact us if we can assist you in this very important work.

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BOARD OF REGENTS OF HIGHER EDUCATION
MONTANA UNIVERSITY SYSTEM
HELENA, MONTANA 59620-2602

PROPOSAL REVIEW FORM

APPLICANT INSTITUTION: _____

PROPOSAL TITLE: _____

SPECIFIC CATEGORY OF PROPOSAL: _____

DIRECTIONS: Please rate the proposal using the point value (within the designated range) you believe the proposal merits. If you rate any section as low, you are requested to elaborate on your reason. Each proposal will be read by two readers. If there is a point spread of greater than 15 points between the two, a third reader will be required.

1. PERSON RESPONSIBLE FOR THE PROJECT: (10 points possible) Does the person responsible for the objectives have the academic and work experience qualifications to do the job?

   Comments:

2. **STATEMENT OF PROBLEM OR NEED** (25 points possible) Does the problem or need include the rationale for the proposed activity? Does the statement include information on the parameters of the problem? Does the documentation include test results, database search results, needs assessments of appropriate groups such as students, parents, community members, or advisory committees? A "need" is the difference between what currently exists as compared to what should exist.

Comments:

3. **OBJECTIVES**: (20 points possible) Does the proposal contain objectives that show end products and/or outcomes? Do the objectives speak to:

What is going to be done?
When it is going to be done?
How it is going to be measured?

Do the objectives address the problem or need?

NOTE: Remember that objectives are measurable outcomes, not methods or activities.

Comments:

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4. ***ACTIVITIES AND METHODOLOGY:*** *(15 points possible) Do the activities and/or methods show specific planning as to what will be done to reach each objective? This section should show very clearly:*

What will be done.
Who will do it.
How much time is required.

Comments:

5. ***EVALUATION:*** *(15 points possible) Is there a clear plan of evaluation? Does the evaluation plan measure and relate to accomplishment of the proposal objectives? Does the evaluation tell who will collect data or information; what will be collected; how it will be collected and when? What are the criteria for success or failure?*

Comments:

6. ***DISSEMINATION*** *(5 points possible) Will publications or other materials be produced? Is there a well-defined plan to get the project information or materials to vocational teachers and others? Are funds available for distribution?*

Comments:

7. ***SEX BIAS AND STEREOTYPING:*** *(5 points possible) Are Title IX and other state and federal civil rights requirements met? The application should be free from sex, race and other bias, stereotyping, and illegal discrimination.*

Comments:

8. *BUDGET: (15 points possible) Does the budget accurately and appropriately reflect the proposed activities? Is the match specified as cash or in-kind? Are the federal costs (i.e., personnel) a possible substitution of non-federal funds? Federal funds are to be used for vocational education activities over and above what is ordinarily available for students or for improvement. Are handicapped and disadvantaged funds essential for the identified individuals to participate in vocational education?*

Comments:

9. *SIGNED ASSURANCES ON BUDGET FORM:*

Yes _____ *No* _____*

**If assurances are not signed, the application must be disqualified.*

10. VERIFICATION OF COORDINATION/SIGNATURES O

Yes _____ No __

*If such verifications/signatures/letter
application must be disqualified.

TOTAL POINTS: _____

Name of Reader: _____

/SIGNATURES OR LETTERS OF SUPPORT:

No _____*

ıtures/letters of support are not included, the
fied.

_____ Date: _____

III. CURRENT ALLOCATIONS

As of this date, we do not yet know the exact allocation for Montana. However, the following information is provided as a guide for your planning. These amounts represent FY88 allocations:

Title II-A VOCATIONAL EDUCATION OPPORTUNITIES

--Handicapped	$ 373,610
--Disadvantaged	821,941
--Adult Training	448,331
--Single Parents or Homemakers	317,568
--Elimination of Sex Bias and Stereotyping	130,763
--Corrections	37,361

Title II-B PROGRAM IMPROVEMENT, INNOVATION AND EXPANSION

--Professional Development	$ 138,650
--Curriculum Development	113,090
--Guidance	257,210
--All Other Categories	1,097,571

SPECIAL PROGRAMS

Part A--Community-Based Programs	$ 29,937
Part B--Consumer/Homemaking Programs	119,823

NOTE: Equipment projects under Title II "Other Categories" must be submitted for new equipment that is reflective of current technology and could include funding for professional development and/or curriculum revision costs. Equipment replacement will not be funded.*

High technology equipment projects under Title II "Other Categories" must include funding for professional development and/or curriculum revision costs as necessary.**

*See Regulation 401.60(4)
**See Regulation 401.60(9)

IV. SUGGESTED TOPICS FOR CONSIDERATION

As you know, time has not yet permitted postsecondary institutions and the Board of Regents to conduct state and regional planning to any great extent. This broad assessment of Montana's postsecondary vocational educational needs has been identified as a priority activity in the months ahead, and we look toward the time when such planning will assist in the identification of vocational education projects to be targeted through activities such as the RFP process.

In the interim, the following topics are suggested for your consideration:

--Personnel Development activities which result in improved teaching in postsecondary vocational technical programs

--Writing Across the Curriculum projects which provide postsecondary vocational-technical instructors with recognized methods for ensuring that their own courses utilize writing-intensive techniques

--Basic Pedagogy efforts which provide new teaching methodologies for new postsecondary instructors involving information on competency-based, computer-assisted, motivational and evaluation techniques, etc.

--Curriculum Development projects in such areas as:

- o smart buildings
- o small business entrepreneurs
- o basic drafting/CAD workstation and Artificial Intelligence Software
- o statewide DACUM and BEYOND DACUM conference
- o agribusiness technology
- o a critical care nursing simulation laboratory

--Special Population projects such as:

- o alternative instructional materials for handicapped students
- o comprehensive community referral system for disadvantaged adults
- o immediate grading and timely education support
- o data base of job opportunity for handicapped adults
- o utilization of new technologies to improve instruction for LEP adults

BOARD OF REGENTS OF HIGHER EDUCATION
MONTANA UNIVERSITY SYSTEM
HELENA, MONTANA 59620-2602

APPLICATION FOR FEDERAL VOCATIONAL FUNDS
Carl D. Perkins Vocational Education Act

Applicant Institution: _____

Title of Project: _____
(14 words or less)

Category: _____

Project Director: _____

Address: _____

_____

Telephone: _____

Brief Summary of Project Director's Background:
(Attach a separate sheet if necessary)

Statement of the Problem or Need:
(Additional documentation may be attached if necessary)

Specific Objectives of the Proposal:

Approximate Number of Individuals To Be Served: _____

Activities To Be Performed:

Personnel Responsible for Project Activities:

Time Required for Project Activities:

Evaluation Criteria:

Results/Products of the Project:

Dissemination of Project Results:

Sex Bias and Stereotyping:

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BOARD OF REGENTS OF HIGHER EDUCATION
MONTANA UNIVERSITY SYSTEM
HELENA, MONTANA 59620-2602

FEDERAL VOCATIONAL FUNDS
VOCATIONAL EDUCATION DETAILED PROJECT BUDGET

School and/or Project Applicant _____ Project Number _____ Fund Source (CHE Use) _____

Successful applicants will complete this detailed budget. Note if the match required line has been checked. Match 50/50 _____

Expenditure Items	Federal Budget Line Items	Original Budget Federal Funds Cost Area	Original Budget Federal Funds Total	Original Budget Matching Funds	Revision No. 1 Federal Funds Cost Area Total	Revision No. 1 Matching Funds	Revision No. 2 Federal Cost Area Total	Revision No. 2 Matching Funds
Administration (List only if allowable for match)	XXXXXXX	XXXXXXX						
Administration & Supervisors' Salaries & Benefits	XXXXXXX	XXXXXXX			XXXXXXX		XXXXXXX	
Other Expenses	XXXXXXX	XXXXXXX			XXXXXXX		XXXXXXX	
Personal Services	XXXXXXX							
Salaries		XXXXXXX			XXXXXXX		XXXXXXX	
Hourly Wages		XXXXXXX			XXXXXXX		XXXXXXX	
Employee Benefits	XXXXXXX							
FICA		XXXXXXX			XXXXXXX		XXXXXXX	
State Unemployment		XXXXXXX			XXXXXXX		XXXXXXX	
Teachers' Retirement		XXXXXXX			XXXXXXX		XXXXXXX	
Retirement* Other		XXXXXXX			XXXXXXX		XXXXXXX	
Insurance (specify)		XXXXXXX			XXXXXXX		XXXXXXX	
Operating Expenses	XXXXXXX							
Printing		XXXXXXX			XXXXXXX		XXXXXXX	
Honorarium		XXXXXXX			XXXXXXX		XXXXXXX	
Contracted Services		XXXXXXX			XXXXXXX		XXXXXXX	
Supplies & Materials		XXXXXXX			XXXXXXX		XXXXXXX	
Telephone		XXXXXXX			XXXXXXX		XXXXXXX	
Postage & Mailing		XXXXXXX			XXXXXXX		XXXXXXX	
Travel		XXXXXXX			XXXXXXX		XXXXXXX	
Rent		XXXXXXX			XXXXXXX		XXXXXXX	
Utilities		XXXXXXX			XXXXXXX		XXXXXXX	
Repair & Maintenance		XXXXXXX			XXXXXXX		XXXXXXX	
Other Expenses		XXXXXXX			XXXXXXX		XXXXXXX	
Indirect Costs								
Instructional Equipment	XXXXXXX							
Instructional Minor Equipment*		XXXXXXX			XXXXXXX		XXXXXXX	
Instructional Major Equipment**		XXXXXXX			XXXXXXX		XXXXXXX	
TOTAL BUDGET	XXXXXXX							
Date								
CHE Approval Signature								

[redacted] or [redacted] equipment [redacted] costing less [redacted] [redacted]
**Expenditures for all instructional equipment having a unit cost of $300 or more. $200 for SIMS accounting post-secondary only.

Project Budget Narrative:

Evidence of Coordination With Other Appropriate Agencies or Institutions:

CERTIFICATION AND ASSURANCES
MONTANA VOCATIONAL EDUCATION FUNDS
UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

The eligible recipient will comply with the requirements of P.L. 98-524 (Carl D. Perkins Vocational Education Act) and all applicable federal and state rules and regulations.

The eligible recipient assures the Board of Regents that services provided under the approved project do not discriminate nor violate provisions of Title IX, Title VI, and Section 504.

Line 1: _____

Chairman, Institutional Board of Trustees or Authorized Representative — Date

Line 2: _____

President — Date

Line 3: _____

Dean/Department Head/Administrator — Date

Line 4: _____

Project Director — Date

IF the project uses Disadvantaged or Handicapped funds, the following assurance must also be signed:

The eligible recipient will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals to provide (1) for equal access in (a) recruitment, enrollment, and placement activities; and (b) to the full range of vocational education programs available, including occupational specific course of study, cooperative education, and apprenticeship programs; (2) for programs and activities for handicapped individuals in the least restrictive environment and which, whenever appropriate, are included as a component of the student's individualized education plan; and (3) which are planned through the coordination of appropriate representatives of vocational education and special education.

(a) Each educational agency that receives an allocation of funds under Secs. 401.95 and 401.96 shall use those funds to provide information to handicapped and disadvantaged students concerning the opportunities available in vocational education and the requirements for eligibility for enrollment in vocational education programs prior to their enrollment.

(b)(1) Each educational agency described in paragraph (a) of this section shall provide to each handicapped or disadvantaged student that enrolls in a vocational education program:

(i) An assessment of the interests, abilities, and special needs of that student with respect to successful completion of the program;

(ii) Special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the special needs established under paragraph (b)(1)(i) of this section;

(iii) Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services;

(iv) Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

(b)(2) Consistent with the regulations in this part, an educational agency may use the funds described in paragraph (a) of this section to pay for the cost of services and activities required by paragraph (b)(1) of this section.

Line 1: _____

Chairman, Institutional Board of Trustees or Authorized Representative — Date

Line 2: _____

President — Date

Line 3: _____

Dean/Department Head/Administrator — Date

Line 4: _____

Project Director — Date

APPENDIX J

Estimated Expenditures for Vocational Education
Federal Funds

Program		Estimated Carryover	Projected FY 89 Allotment	Projected FY 90 Allotment
Title II — Basic State Grant			$3,984,291	$3,984,291
State Administration		$ 131,480*	278,900**	278,900
Reserve from Section 102(b)			20,157***	20,157
Part A — Vocational Opportunities				
Handicapped	10%	359,617	368,523	368,523
Disadvantaged	22%	1,800,600	810,751	810,751
Adult Training	12%	57,550	442,228	442,228
Single Parent/Homemaker	8.5%	20,132	313,245	313,245
Sex Bias/Stereotyping	3.5%	2,745	128,983	128,983
Corrections	1%	3,294	36,852	36,852
Subtotal	57%	$1,443,938	$2,100,583	$2,100,583
Part B — Program Improvement				
Curriculum Development		17,980	70,000	70,000
Professional Development		(14,195)	136,000	136,000
Guidance		109,069	182,000	182,000
All Other Categories		321,488	1,276,650	1,276,650
Subtotal	43%	434,342	1,584,650	1,584,650
Total Title II		$2,009,760	$3,984,291	$3,984,291
Total III				
Part A — CBOs			34,172	34,172
Part B — C & H		84,487	163,572	163,572
		$ 84,487	$ 197,744	$ 197,744
Total Grant FY89		$2,094,247	$4,182,035	$4,182,035

* 7% of Title II carryover total = $131,480

** 7% of Basic Grant allocation = $278,900

***),000 (sex equity reserve) - 1% of basic grant

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APPENDIX K

MONTANA COUNCIL ON VOCATIONAL EDUCATION

EXECUTIVE MANAGEMENT BUILDING
STATE OF MONTANA
(406) 444-2964
HELENA, MONTANA

MEMBERS
T. Melvin Williams
Chairman
Jon Fourdonnais
Vice Chairman
Kenneth Bruwelheide
Duane Gernaert
Ralph Goodland
Hal Jacobson
Patricia Kercher
Dennis Lerum
George McCall
Glenn Roush
Robert Schaal
Avis Ann Tobin

JAMES W. FITZPATRICK
EXECUTIVE DIRECTOR

March 1, 1988

Ms. Brady Vardemann, Deputy Commissioner
for Vocational Technical Education
Montana University System
33 S. Last Chance Gulch
Helena MT 59620

Dear Ms. Vardemann:

This letter provides assurance that the Sole State Agent has involved and cooperated with the Montana Council on Vocational Education in drafting the 1989-1990 Montana Plan for Vocational Education.

The Sole State Agent's Deputy Commissioner for Vocational Technical Education has addressed the Council at each formal business meeting by providing explanation, technical information, and seeking input for plan development.

Pursuant to sections 112-2(d) and 114-2(b)1, the State Council on Vocational Education received copies of the "draft" state plan at the public hearing conducted by the Sole State Agent on February 11, 1988. Each section of the draft plan was reviewed and council members had ample opportunity to ask questions or provide input. The Deputy Commissioner provided further explanation of state plan activities at a formal meeting of the Council on February 12. The Council has made a formal review and has no major objections to the plan. The Council, however, is submitting comments to the Sole State Agency in a separate letter.

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In closing, the Montana Council commends the Sole State Agent for its early development of the plan which allows sufficient time for review and comment by various publics. The Council would like to express its appreciation to the Sole State Agent and the Office of Public Instruction for their commitment, cooperative effort, and professionalism in working with the Council on the state plan and other activities.

Sincerely yours,

J. Melvin Williams

J. Melvin Williams, Chairman
Montana Council on Vocational Education

jwf/lcw

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MONTANA COUNCIL ON VOCATIONAL EDUCATION

EXECUTIVE MANAGEMENT BUILDING .228 E. 6TH AVEN

STATE OF MONTANA

(406) 444-2964 HELENA, MONTANA 5

MEMBERS
J. Melvin Williams
Chairman
Jon Jourdonnais
Vice Chairman
Kenneth Brewer
Duane Gennaro
Raipa Goodlass
Hal Jacobsen
Patricia Kerner
Dennis Lerum
George McCallum
Glenn Rouse
Robert Schaal
Ava Ann Tobin

JAMES W. FITZPATRICK
EXECUTIVE DIRECTOR

March 1, 1988

TO: Brady Vardemann, Deputy Commissioner
for Vocational Technical Education

FROM: Rep. J. Melvin Williams, Chairman
Montana Council on Vocational Education

RE: State Plan Review

The State Council has reviewed the 1989-1990 Montana State Plan for Vocational Education under Public Law 98-524 and provides the following comments for your consideration:

State Plan

The Council recognizes that the plan is essentially a compliance document, however, potential exists throughout the plan for developing and shaping it to better serve Montana's needs. Some of the areas that could be addressed include Joint Planning and Coodination (page 12, no. 3), Technical Committees (page 13, no. 5), Montana Goals for Vocational Technical Education 1989-1990 (page 23-28), and other sections.

Add the Following Goal (page 26, Goal 9)

"the development of a directory or compendium of all Carl Perkins projects funded in Montana and describing project demographic information, purpose, current focus, project participants, evaluation plan and project products"

Appendix G

Economically Depressed Areas of Montana which are referenced on page 17 must be included.

Request for Proposal Process

The Council commends the Sole State Agent for its effort to streamline the RFP process. A broader explantion of what can be considered for acceptable match would be beneficial to the applicant.

Technical Committees

The Council commends the Sole State Agent for involving the Council in the process for identifying occupational areas and curriculum and issues technical committees could pursue. This listing was provided in mid-February.

Research Center

The Council strongly supports the establishment of a coordinated research, professional, and curriculum center and feels the center will have considerable impact for strengthening, improving, and modernizing vocational technical education programs.

In conclusion, the Council assures the Sole State Agent and Office of Public Instruction of its support and cooperation in an effort to effectively carry out and accomplish the major purposes outlined in Section 2 of the Carl Perkins Vocational Education Act.

jwf/lcw

RESPONSE TO RECOMMENDATION FROM STATE COUNCIL

The Chairman of the Montana Council on Vocational Education suggested that the proposed State Plan be amended to include the following goal:

> "the development of a directory or compendium of all Carl Perkins projects funded in Montana and describing project demographic information, purpose, current focus, project participants, evaluation plan and project products."

The State Plan for program years 1989 and 1990 will be amended to include those projects that are funded each year when the year's grant selection process is completed. These amendments will include a listing by project category of the names of the grant recipient agencies, the titles of the funded projects, the amount of the grant award and the local/state match where required. The Montana Annual Performance Report will summarize the achievement of the program year's project objectives, the number of students/individuals served in targeted population groups, and the improvement, expansion and innovation accomplished in vocational education programs. Efforts will continue to develop the more detailed project information recommended by the State Council.

APPENDIX L

DEPARTMENT OF LABOR AND INDUSTRY

EMPLOYMENT POLICY DIVISION

TED SCHWINDEN, GOVERNOR

P.O. BOX 1728

STATE OF MONTANA

HELENA, MONTANA 59624

March 10, 1988

Brady J. Vardemann
Deputy Commissioner for Vocational-Technical Education
Montana University System
33 S. Last Chance Gulch
Helena, Mt. 59620-3104

Dear Ms. Vardemann: Brady

The Job Training Coordination Council appreciates the opportunity to review the draft of the State Plan for Vocational Education for fiscal years 1989 and 1990.

The draft plan appears satisfactory to the Council. We look forward to working with you in the future.

The JTCC has formed a joint subcommittee with members of the Montana Council for Vocational Education to ensure coordination of planning between these entities. Our interest is the best possible combination of vocation education for Montana.

Sincerely,

Ted Neuman

Ted Neuman, Chairman
Job Training Coordinating Council

RECEIVED
MAR 11 1988
THE MONTANA UNIVERSITY SYSTEM

APPENDIX M

The Montana State Legislature meets biennially in January of odd-numbered years. Therefore, the Legislature was not in session during the development of the proposed Montana State Plan for Vocational Education for Program Years 1989 and 1990. Copies of the draft plan were forwarded to the following key legislative leaders for their independent review and comment during the interim between biennial sessions:

Chairman, Education Subcommittee of Joint Appropriations Committee
Chairman, Senate Finance and Claims Committee
Chairman, Education and Cultural Resources Committee
President of the Senate
Speaker of the House

Their comments will be incorporated in subsequent amendment of this proposed State Plan in the fall of 1988.

As of January 9, 1989, no comments had been received.

APPENDIX H

METHODS FOR ALLOCATION OF HANDICAPPED AND DISADVANTAGED FUNDS

The allocation of Montana's P.L. 98-524 funds for handicapped and disadvantaged populations, including those with limited English proficiency (LEP), to eligible recipients is determined by annually surveying all eligible recipients who participate, or plan to participate, in P.L. 98-524 projects. The participating eligible recipients are asked to indicate the number of handicapped, economically disadvantaged, and LEP students that were enrolled in their vocational education programs in the preceding year.

Eligible recipients are participating high school districts, vocational-technical centers, community colleges, tribal colleges and Northern Montana College -- all of which offer vocational education or vocational-technical education at less than the baccalaureate degree level.

Determination of "economically disadvantaged" students is based on: eligibility for Pell grants, Aid to Families with Dependent Children (AFDC) or Bureau of Indian Affairs (BIA) general assistance, and/or free or reduced price school lunch; and participants in ESEA Chapter I programs.

"Handicapped" individuals are defined as in Section 521(15) of P.L. 98-524.

"Disadvantaged" individuals are defined as in Section 521(12) of P.L. 98-524.

"Limited English proficiency" students are defined as in Section 5211(18) of P.L. 98-524.

The data received from the participating eligible recipients is then used to make the following calculations:

Formula for Distribution of Handicapped funds

$$\frac{\text{Number of economically disadvantaged students enrolled in individual participating eligible recipient}}{\text{Total number of economically disadvantaged students enrolled in all participating eligible recipients}} \times \text{50\% of Annual State Handicapped. Allocation} = a$$

$$\frac{\text{Number of handicapped students served in participating eligible recipient}}{\text{Total number of handicapped students served among all participating eligible recipients}} \times \text{50\% of Annual State Handicapped Allocation} = b$$

a + b = Allocation for handicapped students in X

Formula for Distribution of Disadvantaged funds

$$\frac{\text{Number of economically disadvantaged students enrolled in participating eligible recipient}}{\text{Total number of economically disadvantaged students enrolled among all participating eligible recipients}} \times \text{50\% of Annual State Disadvantaged Allocation} = a$$

$$\frac{\text{Number of disadvantaged students served in individual participating eligible recipient}}{\text{Total number of disadvantaged students served in all participating eligible recipients}} \times \text{50\% of Annual State Disadvantaged Allocation} = b$$

a + b = Allocation for disadvantaged students in X

Participating eligible recipients must allocate LEP funds at least in proportion to the number of LEP students enrolled in vocational education in the preceding year compared to the total number of disadvantaged students (including LEP students) enrolled in vocational education in the preceding year.

APPENDIX O

POSTSECONDARY PROJECT EVALUATION INSTRUMENTS

1. **Final Report Form for Carl D. Perkins Vocational Education Act Projects**

   This form is completed by each grant recipient to substantiate that the funded objectives were achieved according to the evaluation criteria established in the approved grant.

2. **Carl D. Perkins Vocational Education Act Project Evaluation Form - Postsecondary Projects**

   This form is completed by Vocational-Technical Education staff during onsite project evaluation of 20% of the postsecondary eligible recipients each year.

MONTANA UNIVERSITY SYSTEM
HELENA, MONTANA 59620-2602

FINAL REPORT FORM
FOR CARL D. PERKINS
VOCATIONAL EDUCATION ACT PROJECTS

This form is to be completed by the project director within 60 days after the specified project ending date.

Project Director Name: _____
Address: _____
_____
Telephone No.: _____

Project Number: _____
Project Title: _____
_____

Participants Served: (Write the number served OR leave blank if not appropriate)

	Grades 9-12		Postsecondary/Adult		Total
	Male	Female	Male	Female	
Handicapped					
Disadvantaged					
Adults					
Single Parents					
Nontraditional programs					
Incarcerated					
TOTAL					

Accomplishment of Objectives:

Objectives	Measures of Accomplishment

Quote and/or paraphrase any comments by participant(s) that indicate the success of the project.

If a publication and/or report was made, how did you let others know about your findings and/or success?

How did you coordinate your project activities with: Private Industry Councils, Adult Education Programs, Chapter 1 teachers, special education teachers, Social and Rehabilitation (SRS) representatives, vo-tech centers or other relevant entities?

What guidance, counseling programs and career development activities were provided to participants?

Handicapped and Disadvantaged Projects (ONLY)

What methods were used to assess interests, abilities and special needs of handicapped and disadvantaged students?

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Equipment Inventory

If any federal funds were used to purchase equipment costing more than $300.00, please complete the following inventory. It is assumed that you have and will continue to have adequate safeguards to prevent loss, damage or theft of the equipment. It is further assumed that adequate maintenance procedures are used to keep the equipment in good condition.

Manufctr. Model # or Ser. #	Date Acquired Mo/Da/Yr	Cost of Equip.	% of Cost from Fed. Funds	Location of Equip.	Cond. of Equip.*	Note on Transfer Replace. or Dispos. of Equip.	Inventory Number

* G = Good F = Fair P = Poor Signed:_____

The above inventory requirements come from the Code of Federal Regulations (CFR) 34 Parts 1 to 299; Revised July 1, 1985, Sections 74.134 through 74.139.

Equipment purchased with federal funds must remain on inventory for five (5) years or audit trail information on the disposition of equipment must be available for five (5) years. No equipment may be sold, traded or disassembled so as to lose its original identity unless procedures of CFR 34 Section 74.139 are followed. Assistance with this section may be obtained from Jim Delsigne, Vocational-Technical Education Services (444-6570).

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CARL D. PERKINS VOCATIONAL EDUCATION ACT
PROJECT EVALUATION FORM
Post-secondary Projects

Project No.:_____ Recipient Agency: _____

Project Title:_____

_____

Project Director:_____

Project Participants Documentation:

Participant files are available and current. YES ___ NO ___
If not, why not?

(Complete "Carl D. Perkins Participant File Checklist" sampling at least 20% of the program participants.)

For Handicapped or Disadvantaged Projects Only:

Records indicate that equal access has been provided handicapped and disadvantaged individuals to

Recruitment YES ___ NO ___
Enrollment in the agency and its postsecondary programs
YES ___ NO ___
Placement YES ___ NO ___
If no to any of the above, why?

Records indicate that services are offered in the least restrictive environment possible. YES ___ NO ___
If not, why not and what corrective measures are being taken?

Attainment of Objectives:

Objective 1: 100% complete _____ Other percent complete_____
If not complete, why not?

Objective 2: 100% complete _____ Other percent complete_____
If not complete, why not?

Attainment of Objectives(continued):

Objective 3: 100% complete _____ Other percent complete_____
If not complete, why not?

Objective 4: 100% complete _____ Other percent complete_____
If not complete, why not?

(If more than four objectives, continue on separate sheet)

Project Evaluation Documentation:

Written evaluations are on file and specifically address project objectives. YES ___ NO ___
If not, why not?

Evidence of Sex Bias/Stereotyping Procedures:

Statistics on enrollment in the grant program reflect equity.
YES ___ NO ___
If not, why not and what efforts are being taken to correct?

Project Coordination Documentation:

Evidence of community, other education and business coordination is on file. YES ___ NO ___
If not, why not?

Project Dissemination:

Publications and marketing materials as stated in the grant application are available and distribution records are present.
YES ___ [redacted] ___ If not, why not?

Fiscal Documentation:

Accounting records clearly identify expenditures. YES ___ NO ___
If not, list deficiencies.

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Project No. _____

Fiscal Documentation(continued):

Source documents are available for all accounting. YES ___ NO ___
If not, list deficiencies.

Payroll reflects cost allocation plan. YES ___ NO ___
If not, list deficiencies.

Equipment purchased with grant funds is properly listed in inventory records. YES ___ NO ___ If not, list deficiencies.

Physical examination of equipment indicates equipment is appropriately identified and securely located. YES ___ NO ___
If not, list deficiencies.

Matching funds are clearly documented and coincide with project activities. YES ___ NO ___
If not, list deficiencies.

CARL D. PERKINS PARTICIPANT FILE CHECKLIST

Participant's Name	Eligibility Criteria Met	Activity Training	Agency Contract Person	Verification of Completion	Placement or Grant Outcome (J,E,D,O)

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J = Obtained job
E = Entered additional education program

APPENDIX P

INSTRUCTIONS

ANNUAL APPLICATION FOR
CARL D. PERKINS VOCATIONAL EDUCATION ACT APPROPRIATION
for
MONTANA'S VOCATIONAL-TECHNICAL CENTERS

Program Year 1990
(July 1, 1989 - June 30, 1990)

November, 1988

INTRODUCTION

For a number of years, the Montana State Legislature has appropriated Carl D. Perkins Vocational Education Act funds as part of the five vocational-technical centers' current unrestricted fund operating budgets. In the past, the centers have had to submit individual proposals for projects to obtain those funds. These proposals have been read and rated along with all others submitted according to published procedures. However, as long as these proposals have achieved minimum standards, i.e., receiving at least 50% of all possible points on the rating scale, they have been funded before all other secondary or postsecondary projects in each category in which they have been submitted.

Beginning with the program year 1990 Perkins grants awarding cycle, each of the five vocational technical centers will submit an annual application for Perkins funds up to the total amount appropriated by the Legislature for each center. These annual applications will be evaluated for compliance with federal regulations governing the use of Perkins funds and with restrictions imposed by the Board of Regents (the sole state agency). They will be further evaluated for congruence with activities under the direction of the Deputy Commissioner for Vocational-Technical Education that address program offerings within the vocational-technical system. Any further receipt of Perkins funds by the vocational-technical centers above their appropriated amounts will be as the result of open competition with all other applicants for funds through the regular Request for Proposal (RFP) process.

The following instructions explain the information that is to be included in each Annual Application to be submitted to the Director of Federal Vocational Grants in the Office of the Commissioner of Higher Education. Each application must contain all information required and must be submitted in the format shown. The Annual Application will be due at the same time as the RFP responses for all other Perkins projects. For program year 1990 applications, this deadline is 5:00 P.M. on January 20, 1989.

Applicaton Page Number	Information required
i	Summary of Requested Funding by Category:

This section summarizes the funding request that will be supported by the rest of the annual application. The amount appropriated by the Legislature is entered on the line under "Total Amount Appropriated." (We are assuming that the Legislature will appropriate the same level of federal funds that they have appropriated since fiscal year 1987. Therefore, use the same amount that was appropriated in fiscal year 1989.)

List the total amount requested in each Title II, Part A category in which you are eligible to receive funds. Each agency is expected to constructively use the entire Disadvantaged and Handicapped amounts allocated on the basis of previous individuals served and enrolled. If you plan to apply for any of the limited Single Parent/Homemaker funds, be sure to coordinate your request with the Displaced Homemaker Network agency within your area.

When you have totalled the Title II, Part A funds requested, subtract that amount from the appropriated amount to show the balance of appropriation authority remaining to be used in Title II, Part B.

List the total amount requested in each Title II, Part B category. If you are making an Equipment request, include only the appropriated amount. (If you need more equipment, apply through the regular RFP process.) Subtract the total amount from the balance of appropriation authority. The result should be zero.

Certification and Assurances by Director:

This section is self-explanatory. Its purpose is to ensure that the Director of each Vocational-Technical Center is thoroughly familiar with the agency plans to expend the appropriated amount of Perkins funds and is aware of the legal restrictions on the use of those funds.

THIS PAGE MUST BE ATTACHED TO ALL PROPOSALS SUBMITTED.

ii Self-explanatory. This page must be completed whenever disadvantaged or handicapped funds are requested.

Applicaton Page Number	Information required
1	Indicate the number of the project proposal, e.g., 1, 2, etc. If you submit one proposal for all Perkins categories for which you are eligible, you would have a total of ten projects. The project director's address and telephone number should be the work address and number, with extension, if applicable.
2	Keep responses brief and to the point. Attach additional sheets only if necessary. Be specific about the problem to be addressed. Indicate how the federally-funded services will supplement or add to existing services.
3	Using the format on page 3, list the objectives. You should not have more than four objectives per project. These must be measurable in terms of access to, and/or success in, your vocational-technical education offerings and support services. Give a succinct description of what activities will be carried out to achieve your objectives. Specify the evaluation criteria you will apply to project outcomes to indicate whether or not you have achieved the stated objectives.
4	Each project must specifically address gender equity activities to be undertaken in the program, services and activities involved. Each project should have a tangible product that can be shared with the field. Include production and dissemination costs in your budget request or as matching effort. Documentation of coordination is self-explanatory.
5	Describe how the funds will be used to accomplish project objectives by major categories, i.e., personal services (number and kind of positions, benefit rate), operating, and equipment. Show your calculation for any indirect costs charged to the grant and/or used as match.
Handicapped Category	Follow the same procedures as for your Disadvantaged funds project proposal. Remember to include page ii.
Blank Category	Use these pages for each additional project proposal in any other Perkins category. Submit a separate proposal and budget for each category in which you apply.

_____ Vocational-Technical Center

Annual Application
For
CARL D. PERKINS VOCATIONAL EDUCATION ACT

Program Year 1990

Summary of Requested Funding by Category:

		Total Amount Appropriated
		$_____
Title II, Part A		
Disadvantaged	$	
Handicapped		
Adult		
Single Parent		Balance of Amt
Sex Bias	_____	Appropriated
Total II,A	$	$_____
Title II, Part B		
Guidance	$	
Curriculum Development		
Personnel Development		
PIIE *		Balance of Amt
Equipment **	_____	Appropriated
Total II,B	$	$_____

* Program Improvement, Innovation, Expansion
** Appropriated Amount Only

Certification and Assurances by Director:

I certify that I have reviewed the following application information specifying the programs, activities, and services to be provided by this agency through use of Carl D. Perkins Vocational Education Act (P.L. 98-524) funds. This agency will comply with the requirements of P.L. 98-524 and all applicable federal and state rules and regulations in the use of those funds. This agency assures the Board of Regents of Higher Education that services provided through these annual application projects will not discriminate nor violate the provisions of Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and Section 504 of the Rehabilitation Act of 1973.

_____ _____
Director's Signature Date

Additional
Statement of Assurances Required for
Use of Disadvantaged or Handicapped funds

This agency will use funds distributed under Section 203(a) for vocational education services and activities for disadvantaged individuals and for handicapped individuals to provide:

(1) equal access

a) in recruitment enrollment, and placement activities;
b) to the full range of vocational education programs available, including occupational specific courses of study;

(2) programs and activities for handicapped individuals in the least restrictive environment.

_____ _____

Director's Signature Date

Project Proposal Number ____
ANNUAL APPLICATION FOR FY 90
_____ Vocational-Technical Center

Category of Perkins Funds: Title IIA - DISADVANTAGED

Title of Proposed Project: _____

(14 words or less) _____

_____

Name of Project Director: _____

Title of Project Director: _____

Address of Project Director: _____

_____

Phone Number of Project Director: _____

Brief Summary of Project Director's Qualifications to Conduct this Project: (Note: if counseling activities will be performed in this project, a certified guidance counselor or master's degree level professional must be responsible for project activities.)(Note: indicate whether project director has had formal training in the elimination of sex bias in vocational education.)

Number of Students to be Served by Project Activities:

	Female	Male	Total
Disadvantaged	____	____	____
Handicapped	____	____	____
Adults	____	____	____
Single Parents	____	____	____
Nontraditional Programs	____	____	____
Other Students	____	____	____
Total	____	____	____
Unduplicated Total:	____	____	____

Statement of Problem or Deficiency and Resultant Need for Project: (Cite evidence supporting the existence of the need -- using statistical data as documentation.)

Statement of current level services that will be improved through funding of supplemental or additional services for disadvantaged students: (Keep in mind that in this category, Perkins funds will pay ONLY for half of the costs of supplemental or additional services offered with the regular vocational-technical offerings and will pay ONLY for half of costs above the average-per-pupil expenditure for services provided separately from the regular vocational-technical offerings.)

OBJECTIVES	ACTIVITIES	EVALUATION CRITERIA

Specify what concrete steps will be taken in this project to attain gender-equitable enrollment in the program involved:

Identify the products that will result from project activities and the active dissemination efforts that will be made to share those results with the field:

Document evidence of coordination and communication with other educational agencies in the area, with community-based organizations, and with administrators of other relevant federal programs (i.e., JTPA, Adult Education Act). (Documentation may take the form of a listing below of signatures, titles and dates of all relevant parties, OR letters of support for the specific project.)

Describe how the funds you are requesting will enable you to accomplish the objectives of this project: (If you are requesting the use of in-kind match in this category, state why and the nature of the match you are proposing.) Indicate the source of the match you are using.

Complete the attached budget form:

FEDERAL VOCATIONAL FUNDS
VOCATIONAL EDUCATION DETAILED PROJECT BUDGET

School and/or Project Applicant _____ Project Number _____ Fund Source (CHE Use) _____

Note if the match required line has been checked. Match 50/50 _____

Expenditure Items	Original Budget			Revision No. 1			Revision No. 2	
	Federal Budget Line Items	Federal Funds Cost Area Total	Matching Funds	Federal Funds Cost Area Total	Matching Funds	Federal Cost Area Total	Matching Funds
Administration (List only if allowable for match)	XXXXXXX	XXXXXXX					
Administration & Supervisors' Salaries & Benefits	XXXXXXX	XXXXXXX		XXXXXXX		XXXXXXX	
Other Expenses	XXXXXXX	XXXXXXX		XXXXXXX		XXXXXXX	
Personnel Services	XXXXXXX						
Salaries		XXXXXXX		XXXXXXX		XXXXXXX	
Hourly Wages		XXXXXXX		XXXXXXX		XXXXXXX	
Employee Benefits	XXXXXXX						
FICA		XXXXXXX		XXXXXXX		XXXXXXX	
State Unemployment		XXXXXXX		XXXXXXX		XXXXXXX	
Teachers' Retirement		XXXXXXX		XXXXXXX		XXXXXXX	
Retirement - Other		XXXXXXX		XXXXXXX		XXXXXXX	
Insurance (specify)		XXXXXXX		XXXXXXX		XXXXXXX	
Operating Expenses	XXXXXXX						
Printing		XXXXXXX		XXXXXXX		XXXXXXX	
Honorarium		XXXXXXX		XXXXXXX		XXXXXXX	
Contracted Services		XXXXXXX		XXXXXXX		XXXXXXX	
Supplies & Materials		XXXXXXX		XXXXXXX		XXXXXXX	
Telephone		XXXXXXX		XXXXXXX		XXXXXXX	
Postage & Mailing		XXXXXXX		XXXXXXX		XXXXXXX	
Travel		XXXXXXX		XXXXXXX		XXXXXXX	
Rent		XXXXXXX		XXXXXXX		XXXXXXX	
Utilities		XXXXXXX		XXXXXXX		XXXXXXX	
Repair & Maintenance		XXXXXXX		XXXXXXX		XXXXXXX	
Other Expenses		XXXXXXX		XXXXXXX		XXXXXXX	
Indirect Costs							
Instructional Equipment	XXXXXXX						
Instructional Minor Equipment*		XXXXXXX		XXXXXXX		XXXXXXX	
Instructional Major Equipment**		XXXXXXX		XXXXXXX		XXXXXXX	
TOTAL BUDGET	XXXXXXX						
Date							
CHE Approval Signature							

*Expenditures for all instructional equipment having a unit cost of less than $300.
**Expenditures for all instructional equipment having a unit cost of $300 or more, $200 for SBAS accounting post-secondary only.

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Project Proposal Number ____
ANNUAL APPLICATION FOR FY 90
_____ Vocational-Technical Center

Category of Perkins Funds: Title IIA - HANDICAPPED

Title of Proposed Project: _____

(14 words or less) _____

_____

Name of Project Director: _____

Title of Project Director: _____

Address of Project Director: _____

_____

Phone Number of Project Director: _____

Brief Summary of Project Director's Qualifications to Conduct this Project: (Note: if counseling activities will be performed in this project, a certified guidance counselor or master's degree level professional must be responsible for project activities.)(Note: indicate whether project director has had formal training in the elimination of sex bias in vocational education.)

Number of Students to be Served by Project Activities:

	Female	Male	Total
Disadvantaged	____	____	____
Handicapped	____	____	____
Adults	____	____	____
Single Parents	____	____	____
Nontraditional Programs	____	____	____
Other Students	____	____	____
Total	____	____	____
Unduplicated Total:	____	____	____

Statement of Problem or Deficiency and Resultant Need for Project: (Cite evidence supporting the existence of the need -- using statistical data as documentation.)

Statement of current level services that will be improved through funding of supplemental or additional services for handicapped students: (Keep in mind that in this category, Perkins funds will pay ONLY for half of the costs of supplemental or additional services offered with the regular vocational-technical offerings and will pay ONLY for half of costs above the average-per-pupil expenditure for services provided separately from the regular vocational-technical offerings.)

OBJECTIVES	ACTIVITIES	EVALUATION CRITERIA

Specify what concrete steps will be taken in this project to attain gender-equitable enrollment in the program involved:

Identify the products that will result from project activities and the active dissemination efforts that will be made to share those results with the field:

Document evidence of coordination and communication with other educational agencies in the area, with community-based organizations, and with administrators of other relevant federal programs (i.e., JTPA, Adult Education Act). (Documentation may take the form of a listing below of signatures, titles and dates of all relevant parties, OR letters of support for the specific project.)

Describe how the funds you are requesting will enable you to accomplish the objectives of this project:

Complete the attached budget form:

FEDERAL VOCATIONAL FUNDS
VOCATIONAL EDUCATION DETAILED PROJECT BUDGET

School and/or Project Applicant | Project Number | Fund Source (CHE Use)

Note if the match required line has been checked. Match 50/50 _____

Expenditure Items	Original Budget			Revision No. 1			Revision No. 2	
	Federal Budget Line Items	Federal Funds Cost Area Total	Matching Funds	Federal Funds Cost Area Total	Matching Funds	Federal Funds Cost Area Total	Matching Funds
Administration (List only if allowable for match)	XXXXXXX	XXXXXXX					
Administration & Supervisors' Salaries & Benefits	XXXXXXX	XXXXXXX		XXXXXXX		XXXXXXX	
Other Expenses	XXXXXXX	XXXXXXX		XXXXXXX		XXXXXXX	
Personal Services	XXXXXXX						
Salaries		XXXXXXX		XXXXXXX		XXXXXXX	
Hourly Wages		XXXXXXX		XXXXXXX		XXXXXXX	
Employee Benefits	XXXXXXX						
FICA		XXXXXXX		XXXXXXX		XXXXXXX	
State Unemployment		XXXXXXX		XXXXXXX		XXXXXXX	
Teachers' Retirement		XXXXXXX		XXXXXXX		XXXXXXX	
Retirement - Other		XXXXXXX		XXXXXXX		XXXXXXX	
Insurance (specify)		XXXXXXX		XXXXXXX		XXXXXXX	
Operating Expenses	XXXXXXX						
Printing		XXXXXXX		XXXXXXX		XXXXXXX	
Honorarium		XXXXXXX		XXXXXXX		XXXXXXX	
Contracted Services		XXXXXXX		XXXXXXX		XXXXXXX	
Supplies & Materials		XXXXXXX		XXXXXXX		XXXXXXX	
Telephone		XXXXXXX		XXXXXXX		XXXXXXX	
Postage & Mailing		XXXXXXX		XXXXXXX		XXXXXXX	
Travel		XXXXXXX		XXXXXXX		XXXXXXX	
Rent		XXXXXXX		XXXXXXX		XXXXXXX	
Utilities		XXXXXXX		XXXXXXX		XXXXXXX	
Repair & Maintenance		XXXXXXX		XXXXXXX		XXXXXXX	
Other Expenses		XXXXXXX		XXXXXXX		XXXXXXX	
Indirect Costs							
Instructional Equipment	XXXXXXX						
Instructional Minor Equipment*		XXXXXXX		XXXXXXX		XXXXXXX	
Instructional Major Equipment**		XXXXXXX		XXXXXXX		XXXXXXX	
TOTAL BUDGET	XXXXXXX						
Date							
CHE Approval Signature							

*Expenditures for all instructional equipment having a unit cost of less than $300.
**Expenditures for all instructional equipment having a unit cost of $300 or more, $200 for SBAS accounting post-secondary only.

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Project Proposal Number ____
ANNUAL APPLICATION FOR FY 90
_____ Vocational-Technical Center

Category of Perkins Funds: _____

Title of Proposed Project: _____

(14 words or less) _____

_____

Name of Project Director: _____

Title of Project Director: _____

Address of Project Director: _____

_____

Phone Number of Project Director: _____

Brief Summary of Project Director's Qualifications to Conduct this Project: (Note: if counseling activities will be performed in this project, a certified guidance counselor or master's degree level professional must be responsible for project activities.)(Note: indicate whether project director has had formal training in the elimination of sex bias in vocational education.)

Number of Students to be Served by Project Activities:

	Female	Male	Total
Disadvantaged	____	____	____
Handicapped	____	____	____
Adults	____	____	____
Single Parents	____	____	____
Nontraditional Programs	____	____	____
Other Students	____	____	____
Total	____	____	____
Unduplicated Total:	____	____	____

Statement of Problem or Deficiency and Resultant Need for Project:
(Cite evidence supporting the existence of the need -- using statistical data as documentation.)

Assurance that the program, services or activities that will be funded by project funds do not supplant state or local funding:

OBJECTIVES	ACTIVITIES	EVALUATION CRITERIA

Specify what concrete steps will be taken in this project to attain gender-equitable enrollment in the program involved:

Identify the products that will result from project activities and the active dissemination efforts that will be made to share those results with the field:

Document evidence of coordination and communication with other educational agencies in the area, with community-based organizations, and with administrators of other relevant federal programs (i.e., JTPA, Adult Education Act). (Documentation may take the form of a listing below of signatures, titles and dates of all relevant parties, OR letters of support for the specific project.)

Describe how the funds you are requesting will enable you to accomplish the objectives of this project:

Complete the attached budget form:

BEST COPY AVAILABLE

-FEDERAL VOCATIONAL FUNDS
VOCATIONAL EDUCATION DETAILED PROJECT BUDGET

School and/or Project Applicant _____ Project Number _____ Fund Source (CHE Use) _____

Note if the match required line has been checked. Match 50/50 _____

Expenditure Items	Original Budget			Revision No. 1			Revision No. 2		
	Federal Budget Line Items	Federal Funds Cost Area Total	Matching Funds	Federal Funds Cost Area Total	Matching Funds	Federal Cost Area Total		Matching Funds	
Administration (List only if allowable for match)	XXXXXXX	XXXXXXX							
Administration & Supervisors' Salaries & Benefits	XXXXXXX	XXXXXXX							
Other Expenses	XXXXXXX	XXXXXXX		XXXXXXX		XXXXXXX			
Personal Services	XXXXXXX			XXXXXXX		XXXXXXX			
Salaries		XXXXXXX							
Hourly Wages		XXXXXXX		XXXXXXX					
Employee Benefits	XXXXXXX			XXXXXXX		XXXXXXX			
FICA		XXXXXXX				XXXXXXX			
State Unemployment									
Teachers' Retirement		XXXXXXX		XXXXXXX					
Retirement - Other		XXXXXXX		XXXXXXX		XXXXXXX			
Insurance (Specify)		XXXXXXX		XXXXXXX		XXXXXXX			
Operating Expenses	XXXXXXX	XXXXXXX		XXXXXXX		XXXXXXX			
Printing									
Honorarium		XXXXXXX							
Contracted Services		XXXXXXX		XXXXXXX					
Supplies & Materials		XXXXXXX		XXXXXXX		XXXXXXX			
Telephone		XXXXXXX		XXXXXXX		XXXXXXX			
Postage & Mailing		XXXXXXX		XXXXXXX		XXXXXXX			
Travel		XXXXXXX		XXXXXXX		XXXXXXX			
Rent		XXXXXXX		XXXXXXX		XXXXXXX			
Utilities		XXXXXXX		XXXXXXX		XXXXXXX			
Repair & Maintenance		XXXXXXX		XXXXXXX		XXXXXXX			
Other Expenses		XXXXXXX		XXXXXXX		XXXXXXX			
Indirect Costs		XXXXXXX		XXXXXXX		XXXXXXX			
Instructional Equipment				XXXXXXX		XXXXXXX			
Instructional Minor Equipment*	XXXXXXX								
Instructional Major Equipment**		XXXXXXX							
TOTAL BUDGET		XXXXXXX		XXXXXXX		XXXXXXX			
Date	XXXXXXX								
CHE Approval Signature									

*Expenditures for all instructional equipment having a unit cost of less than $300.
**Expenditures for all instructional equipment having a unit cost of $300 or more, $200 for SBAS accounting post-secondary only.

CARL D. PERKINS VOCATIONAL EDUCATION ACT
ANNUAL APPLICATION REVIEW FORM

Staff Reviewer: _____ Total Points Earned: ____

Applicant Vo-Tech Ctr: _____ Category of Proposal: ____

Proposal Title: _____

_____

Track No. _____

- o Director's Certification and Assurances properly signed ____
- o If Handicapped or Disadvantaged category, supplemental or additional services statement is complete ____
- o Non-supplanting assurance is complete ____

RATING COMPONENTS

Summary of Project Director's Qualifications - (10 points possible) Does the person responsible for the objectives have the academic and work experience qualifications to do the job?

____ Academic and work experience is adequate. (8 points) If in the Guidance/Counseling category, or if counseling will be included in project activities, evidence of status as a certified school counselor (at the secondary level) or attainment of a relevant master's degree (postsecondary level) is required.

____ Sex equity training has been completed. (2 points) Give credit if the project director has participated in sex equity training in the past two years.

Comments:

Statement of Problem or Need and Evidence of Interagency Coordination - (30 points possible) Does the problem or need statement specifically justify the subsequent listing of objectives? Does the statement indicate a meaningful examination of statistics, such as test results or enrollment and placement data, or surveys of students, advisory or community groups, parents or the business community? Are relevant publications cited? Is the statement concise and to the point? Does the applicant document contact with other agencies providing local services to clearly communicate project intentions and to verify that project activities will not unnecessarily duplicate existing services?

____ Statement substantiates objectives of proposal. (10 points)

____ Statistics and publications quoted are relevant and adequate to support the need statement. (10 points)

_____ Thorough contact has been made for interagency coordination, OR substantiation is provided that no other local services exist. Documentation must be in the form of letter of specific support or a listing of objectives with titles, signatures and dates indicating awareness of project intentions and certification on non-duplication. (5 points)

_____ The need statement is clear and concise. (5 points)

Comments:

Objectives - (20 points possible) Does the proposal clearly state what the outcomes or impact of the project will be? Are the statement of objectives measurable? Do the objectives indicate the number of students or educators that will be served? Do the objectives address the need: to make vocational offerings responsive to the realities of the occupational needs in Montana; to facilitate entry into, and success in, vocational offerings; to ease the transition between school and work and between secondary and postsecondary education; and to stress up-to-date and emerging technology?

_____ Objectives are measurable and clearly state outcomes to be sought from project activities. (10 points)

_____ The objectives indicate the number of individuals that will be served. (2 points)

_____ The objectives address:

making vocational offerings responsive to the realities of the occupational needs of Montana (2 points);

facilitation of entry into, and success in, vocational--technical education (2 points);

easing the transition between school and work and/or secondary and postsecondary education (2 points);

incorporation of up-to-date and emerging technology into vocational-technical offerings (2 points).

Comments:

Activities to Achieve Objectives - (10 points possible) Do the activities and/or methods to be used show specific planning as to what will be done to reach each objective?

_____ The activities spell out what will be done. (4 points)

_____ The persons who will perform the activities are specified. (3 points)

_____ Timeframes are specified as to when the activities will be performed. (3 points)

Comments:

Evaluation - (15 points possible) Is there a clear plan to evaluate whether or not the objectives are achieved? Are the evaluation criteria measurable? Does the evaluation plan tell who will collect the data or information, what will be collected, and how it will be collected during the project?

_____ Evaluation criteria are stated for each objective. (5 points)

_____ The evaluation criteria are measurable. (5 points)

_____ The mechanics of data collection are clearly stated for each objective. (5 points)

Comments:

Results, Products and Dissemination - (10 points possible) Are publications or other materials to be produced that will serve to share project results with the field? Is there an "active," rather than a "passive" dissemination plan included? Are funds dedicated to distribution?

_____ Project objectives, activities and results will be publicized through reports and/or materials. (5 points)

_____ Project activities include active distribution of project results to other vocational educators and service providers. (5 points)

Comments:

Sex Bias and Stereotyping - (10 points possible) Is the proposal free from gender bias and other forms of illegal civil rights discrimination? Are Title IX requirements met? Are active steps taken in association with proposal activities to achieve gender equity enrollment in project services?

_____ Objectives, activities and evaluation components address steps taken within the scope of the proposal to achieve gender equity enrollment in project services or gender neutral products resulting from project activities. (7 points)

_____ A statement of local agency policy on non-discrimination and the name of the agency's Title IX coordinator are included. (3 points)

Comments:

Budget Narrative and Budget Form - (15 points possible) Does the budget narrative clearly tie planned expenditures to project objectives and activities? Is the match clearly specified, including any in-kind match in the Disadvantaged category? If overmatch is requested in the Disadvantaged category, is a detailed explanation provided as to why local match is insufficient? Does the narrative specifically address the use of funds to supplement and not to supplant state and/or local funds? If indirect costs are being claimed, is the agency's approved restricted rate stated?

_____ The budget narrative clearly ties planned expenditures to project objectives and activities. (7 points)

_____ Source of the match is clearly specified, including request to use in-kind match or statewide overmatch for proposals in the Disadvantaged category. (4 points)

_____ Specific statement is made on non-supplanting of local or state funds. (3 points)

_____ Either documentation of the agency's approved restricted indirect cost rate is provided or no indirect costs are claimed. (1 point)

Comments:

BOARD OF REGENTS OF HIGHER EDUCATION
MONTANA UNIVERSITY SYSTEM
HELENA, MONTANA 59620-2602

APPLICATION FOR FEDERAL VOCATIONAL FUNDS
Carl D. Perkins Vocational Education Act

Applicant Agency: _____

Category of Application:

Title II, Part A

___ Handicapped
___ Disadvantaged
___ Adult Training
___ Single Parent/Homemaker
___ Sex Bias/Stereotyping
___ Corrections

Title II, Part B

___ Curriculum Development
___ Personnel Development
___ Guidance/Counseling
___ Program Improvement, Expansion and Innovation
___ Equipment

Title III

___ Part A - Community Based Organizations
___ Part B - Consumer and Homemaking Education

Title of Proposed Project (14 words or less):

_____

_____

Project Administrator: _____

Project Director (If not the Project Administrator):

_____

Address: _____

_____

Telephone No. _____

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10 points — Summary of Project Director's Qualifications

Describe the project director's qualifications for directing the activities of the proposed project. If guidance, home economics or counseling activities are involved, the director must have the required credentials. Explain whether or not the project director has received equity training in the last two years.

NOTE: The project administrator designation on the application form is usually a secondary school administrator. All correspondence will be directed to that administrator with a copy to the project director. At the postsecondary level, the project administrator and the project director are usually the same person.

30 points — Statement of Problem or Need and Evidence of Interagency Coordination

Give a clear, concise statement of the problem to be addressed by the proposed project. Present agency statistics or information from relevant documents and publications that support the need statement. Describe specific communication and coordination with other agencies taken prior to project submission that document awareness of the objectives of the proposal and prevention of unnecessary duplication of services. Attach specific letters of support or signatures, titles and dates of review on a sheet specifically listing project objectives.

20 points — Objectives and Number to be Served

Using the format shown on page 4 of this application, list the objectives that will be achieved as the result of the proposed project. All objectives (outcomes) must be stated in measurable terms and must include the approximate number of individuals to be served during the project period.

10 points — Activities to Achieve Objectives

Using the format shown on page 4 of this application, list the activities that will be carried out to achieve each objective listed. State what will be done, by whom, and within what time frame.

15 points — Evaluation

Using the format shown on page 4 of this application, specifically state the means by which you will measure whether each of your stated objectives is achieved. Indicate when evaluations will occur during the project period.

10 points — **Results, Products and Dissemination**

Indicate what products will result from project activities and how project results will be shared with other vocational educators and interested persons.

10 points — **Sex Bias and Stereotyping**

Indicate the active steps that will be taken in association with project activities to achieve gender equity enrollment in project services. Indicate agency policy and Title IX coordinator to document agency commitment to equity.

15 points — **Budget Narrative and Budget Form**

Describe how the federal funds requested will be expended to achieve project objectives through the activities to be performed. Describe what expenditures will be made in Personal Services, Operating and Instructional Equipment budget categories. Indicate the source of any matching dollars required, including local administrative match for Single Parent/Homemaker, Sex Bias/Stereotyping and Corrections projects. If indirect costs are being requested, indicate the agency's approved restricted indirect cost rate. If the application is in the Disadvantaged category and local funds are not sufficient to match the total federal dollar requested, indicate why and include a request for credit from statewide overmatch funds that may be available.

Complete the budget sheet on page 5 of this application.

120 — **TOTAL maximum points to be awarded each qualified proposal**. Proposals that do not achieve at least 60 points will be disqualified.

NOTE: **An application will be considered a "qualified proposal" for rating ONLY if the Assurances statements on pages 6 and 7 are properly signed AND if documentation of coordination is provided.**

OBJECTIVES (20 points)	ACTIVITIES (10 points	EVALUATION (15 points)

FEDERAL VOCATIONAL FUNDS
VOCATIONAL EDUCATION DETAILED PROJECT BUDGET

School and/or Project Applicant _____ Project Number _____ Fund Source _____

Note if the match required line has been checked. Match 50/50 _____

Expenditure Items	Federal Budget Line Items	Original Budget Federal Funds Cost Area Total	Original Budget Matching Funds	Revision No. 1 Federal Funds Cost Area Total	Revision No. 1 Matching Funds	Revision No. 2 Federal Funds Cost Area Total	Revision No. 2 Matching Funds
Administration (List only if allowable for match)	XXXXXXX	XXXXXXX					
Administration & Supervisors' Salaries & Benefits	XXXXXXX	XXXXXXX		XXXXXXX		XXXXXXX	
Other Expenses	XXXXXXX	XXXXXXX		XXXXXXX		XXXXXXX	
Personal Services	XXXXXXX						
Salaries		XXXXXXX		XXXXXXX		XXXXXXX	
Hourly Wages		XXXXXXX		XXXXXXX		XXXXXXX	
Employee Benefits	XXXXXXX						
FICA		XXXXXXX		XXXXXXX		XXXXXXX	
State Unemployment		XXXXXXX		XXXXXXX		XXXXXXX	
Teachers' Retirement		XXXXXXX		XXXXXXX		XXXXXXX	
Retirement - Other		XXXXXXX		XXXXXXX		XXXXXXX	
Insurance (specify)		XXXXXXX		XXXXXXX		XXXXXXX	
Operating Expenses	XXXXXXX						
Printing		XXXXXXX		XXXXXXX		XXXXXXX	
Honorarium		XXXXXXX		XXXXXXX		XXXXXXX	
Contracted Services		XXXXXXX		XXXXXXX		XXXXXXX	
Supplies & Materials		XXXXXXX		XXXXXXX		XXXXXXX	
Telephone		XXXXXXX		XXXXXXX		XXXXXXX	
Postage & Mailing		XXXXXXX		XXXXXXX		XXXXXXX	
Travel		XXXXXXX		XXXXXXX		XXXXXXX	
Rent		XXXXXXX		XXXXXXX		XXXXXXX	
Utilities		XXXXXXX		XXXXXXX		XXXXXXX	
Repair & Maintenance		XXXXXXX		XXXXXXX		XXXXXXX	
Other Expenses		XXXXXXX		XXXXXXX		XXXXXXX	
Indirect Costs							
Instructional Equipment	XXXXXXX						
Instructional Minor Equipment*		XXXXXXX		XXXXXXX		XXXXXXX	
Instructional Major Equipment**		XXXXXXX		XXXXXXX		XXXXXXX	
TOTAL BUDGET	XXXXXXX						
Date							
Approval Signature							

*Expenditures for all instructional equipment having a unit cost of less than $300.
**Expenditures for all instructional equipment having a unit cost of $300 or more, $200 for SBAS accounting post-secondary only.

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CERTIFICATION AND ASSURANCES
MONTANA VOCATIONAL EDUCATION FUNDS
UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION ACT

The eligible recipient will comply with the requirements of P.L. 98-524 (Carl D. Perkins Vocational Education Act) and all applicable federal and state rules and regulations. In particular, P.L. 98-524 funds will be used to supplement, and in no case supplant state or local funds.

The eligible recipient assures the Board of Regents that services provided under the approved project do not discriminate nor violate provisions of Title IX, Title VI, and Section 504.

Line 1: _____

Chairman, Institutional Board of Trustees or Authorized Representative — *Date*

Line 2: _____

President — *Date*

Line 3: _____

Dean/Department Head/Administrator — *Date*

Line 4: _____

Project Director — *Date*

IF the project uses Disadvantaged or Handicapped funds, the following assurance must also be signed:

The eligible recipient will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals to provide (1) for equal access in (a) recruitment, enrollment, and placement activities; and (b) to the full range of vocational education programs available, including occupational specific course of study, cooperative education, and apprenticeship programs; (2) for programs and activities for handicapped individuals in the least restrictive environment and which, whenever appropriate, are included as a component of the student's individualized education plan; and (3) which are planned through the coordination of appropriate representatives of vocational education and special education.

(a) Each secondary educational agency that receives an allocation of funds under Secs. 401.95 and 401.96 shall use those funds to provide information to handicaped and disadvantaged students concerning the opportunities available in vocational education and the requirements for eligibility for enrollment in vocational education programs prior to their enrollment.

(b) (1) Each educational agency described in paragraph (a) of this section shall provide to each handicapped or disadvantaged student that enrolls in a vocational education program:

(i) An assessment of the interests, abilities, and special needs of that student with respect to successful completion of the program;

(ii) Special services, including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the special needs established under paragraph (b) (1) (i) of this section;

(iii) Guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services;

(iv) Counseling services designed to facilitate the transition from school to post-school employment and career opportunities.

(b) (2) Consistent with the regulations in this part, an educational agency may use the funds described in paragraph (a) of this section to pay for the cost of services and activities required by paragraph (b) (1) of this section.

Line 1: _____

Chairman, Institutional Board of Trustees or Authorized Representative — Date

Line 2: _____

President — Date

Line 3: _____

Dean/Department Head/Adminstrator — Date

Line 4: _____

Project Director — Date

CARL D. PERKINS VOCATIONAL EDUCATION ACT
PROPOSAL REVIEW FORM

Reader Number _____ Total Points Earned _____

Applicant Institution: _____

Proposal Title: _____

_____

Category of Proposal: _____ Track No. _____

Instructions to Readers

Please rate the proposal in each of the areas listed below. Make comments on quality and completeness to assist the applicant in improving future proposal submissions.

Each proposal will be rated by two readers. Ratings with a 20 point discrepancy or higher will be rated by a third reader.

RATING COMPONENTS

Summary of Project Director's Qualifications - (10 points possible)
Does the person responsible for the objectives have the academic and work experience qualifications to do the job?

_____ Academic and work experience is adequate. (8 points) If in the Guidance/Counseling or Consumer Homemaking categories, or if counseling will be included in project activities, evidence of status as a certified school counselor (at the secondary level) or attainment of a relevant master's degree (postsecondary level) is required.

_____ Sex equity training has been completed. (2 points) Give credit if the project director has participated in sex equity training in the past two years.

Comments:

Statement of Problem or Need and Evidence of Interagency Coordination - (30 points possible) Does the problem or need statement specifically justify the subsequent listing of objectives? Does the statement indicate a meaningful examination of statistics, such as test results or enrollment and placement data, or surveys of students, advisory or community groups, parents or the business community? Are relevant publications cited? Is the statement concise and to the point? Does the applicant document contact with other agencies providing local services to clearly communicate project intentions and to verify that project activities will not unnecessarily duplicate existing services?

_____ Statement substantiates objectives of proposal. (10 points)

_____ Statistics and publications quoted are relevant and adequate to support the need statement. (10 points)

_____ Thorough contact has been made for interagency coordination, OR substantiation is provided that no other local services exist. Documentation must be in the form of letter of specific support or a listing of objectives with titles, signatures and dates indicating awareness of project intentions and certification on non-duplication. (5 points)

_____ The need statement is clear and concise. (5 points)

Comments:

Objectives - (20 points possible) Does the proposal clearly state what the outcomes or impact of the project will be? Are the statement of objectives measurable? Do the objectives indicate the number of students or educators that will be served? Do the objectives address the need: to make vocational offerings responsive to the realities of the occupational needs in Montana; to facilitate entry into, and success in, vocational offerings; to ease the transition between school and work and between secondary and postsecondary education; and to stress up-to-date and emerging technology?

_____ Objectives are measurable and clearly state outcomes to be sought from project activities. (10 points)

_____ The objectives indicate the number of individuals that will be served. (2 points)

_____ The objectives address:

making vocational offerings responsive to the realities of the occupational needs of Montana (2 points);

facilitation of entry into, and success in, vocational education or vocational-technical education (2 points);

easing the transition between school and work and/or secondary and postsecondary education (2 points);

incorporation of up-to-date and emerging technology into vocational education or vocational-technical offerings. (2 points)

Comments:

Activities to Achieve Objectives - (10 points possible) Do the activities and/or methods to be used show specific planning as to what will be done to reach each objective?

_____ The activities spell out what will be done. (4 points)

_____ The persons who will perform the activities are specified. (3 points)

_____ Timeframes are specified as to when the activities will be performed. (3 points)

Comments:

Evaluation - (15 points possible) Is there a clear plan to evaluate whether or not the objectives are achieved? Are the evaluation criteria measurable? Does the evaluation plan tell who will collect the data or information, what will be collected, and how it will be collected during the project?

_____ Evaluation criteria are stated for each objective. (5 points)

_____ The evaluation criteria are measurable. (5 points)

_____ The mechanics of data collection are clearly stated for each objective. (5 points)

Comments:

Results, Products and Dissemination - (10 points possible) Are publications or other materials to be produced that will serve to share project results with the field? Is there an "active," rather than a "passive" dissemination plan included? Are funds dedicated to distribution?

_____ Project objectives, activities and results will be publicized through reports and/or materials. (5 points)

_____ Project activities include active distribution of project results to other vocational educators and service providers. (5 points)

Comments:

Sex Bias and Stereotyping - (10 points possible) Is the proposal free from gender bias and other forms of illegal civil rights discrimination? Are Title IX requirements met? Are active steps taken in association with proposal activities to achieve gender equity enrollment in project services?

_____ Objectives, activities and evaluation components address steps taken within the scope of the proposal to achieve gender equity enrollment in project services or gender neutral products resulting from project activities. (7 points)

_____ A statement of local agency policy on non-discrimination and the name of the agency's Title IX coordinator are included. (3 points)

Comments:

Budget Narrative and Budget Form - (15 points possible) Does the budget narrative clearly tie planned expenditures to project objectives and activities? Is the match clearly specified, including any in-kind match in the Disadvantaged category? If overmatch is requested in the Disadvantaged category, is a detailed explanation provided as to why local match is insufficient? Does the narrative specifically address the use of funds to supplement and not to supplant state and/or local funds? If indirect costs are being claimed, is the agency's approved restricted rate stated?

_____ The budget narrative clearly ties planned expenditures to project objectives and activities. (7 points)

_____ Source of the match is clearly specified, including request to use in-kind match or statewide overmatch for proposals in the Disadvantaged category. (4 points)

_____ Specific statement is made on non-supplanting of local or state funds. (3 points)

_____ Either documentation of the agency's approved restricted indirect cost rate is provided or no indirect costs are claimed. (1 point)

Comments:

APPENDIX R
COMMENTS RECEIVED AT PUBLIC HEARINGS ON AMENDMENTS TO THE STATE PLAN

There were three hearings held in September of 1988 to give the public an opportunity to comment on proposed amendments to the Montana State Plan for Vocational Education for fiscal years 1989 and 1990. The hearings were held in Helena, Great Falls, and Billings. At each hearing, the Director of Federal Vocational Grants explained the four proposed amendments:

1. A section within the Plan that further details the limitations the state is putting on the use of Carl D. Perkins Vocational Education Act funds (page 45 and 45a);

2. Appendix O, postsecondary evaluation instruments that will be used to substantiate that funded objectives were achieved according to the criteria established in the approved grant;

3. Appendix P, a separate application packet for the state's five vocational-technical centers to use when applying for the Perkins funds appropriated into their base operations by the Montana Legislature;

4. Appendix Q, the revised Request for Proposal (RFP) packet to be used for grant applicants for program year 1990 grants.

The following sections summarize the questions and comments that were received at the public hearings and provide responses.

Helena, September 15, 1988

The Deputy Commissioner for Vocational-Technical Education, the Director of Federal Vocational Grants and the state's Human Resource Development Officer (sex equity coordinator) were present to respond to public questions and comment. The Director of Federal Vocational Grants explained the four proposed amendments.

One commenter wanted to express his displeasure that the Legislature was appropriating federal funds into the base of the vocational-technical centers and asked whether the federal government would disapprove of this action by the Legislature.

Response: It is the understanding of the current sole state agency that the previous sole state agency had brought this to the attention of the federal government and that the federal authorities had chosen not to intervene. The current sole state agency is making the practice clearly known, both to the field and to the federal government, by including Appendix P in the State Plan.

A commenter asked about the revision of the RFP and who the members of "FPAC" were.

Response: The Federal Projects Advisory Council (FPAC) is composed of members of the secondary and postsecondary subrecipient agencies. The names of the current membership were given -- six representatives of secondary schools (including one correctional facility for delinquent males) and six representatives of post-secondary recipients, including a community-based organization serving displaced homemakers. This twelve-member group reviewed the draft revisions of the RFP and made suggestions for improvement of the draft and the RFP process. The second draft was then sent to them for discussion in their geographical/professional area and additional feedback. Feedback was also sought and received from the Montana Council on Vocational Education. The proposed amendments were also sent to the Job Training Coordinating Council for comment, although none was received.

One commenter mentioned the difficulty that secondary schools in rural areas have in meeting the match requirements for use of the Perkins funds -- especially when they cannot use in-kind match.

Response: The regulations restricting in-kind match to the category of Disadvantaged funds were discussed as were the evident federal restriction that Title II, Part A funds have to be matched on a program basis, while Title II, Part B funds may be matched on a facility-wide vocational education basis. It was acknowledged that such restrictions work a hardship on a state with limited resources for education in general, and for vocational education in particular.

Great Falls, September 26, 1988

The Deputy Commissioner for Vocational-Technical Education, the Director of Federal Vocational Grants and the state's Human Resource Development Officer (sex equity coordinator) were present to respond to public questions and comment. The Director of Federal Vocational Grants explained the four proposed amendments.

One commenter asked about monitoring procedures that require that services be offered in the least restrictive environment possible. The question was "least restrictive environment possible by whose standards?"

Response: Eligible subrecipients are expected to provide vocational education and services to handicapped and disadvantaged students in the least restrictive environment available within their facilities.

Another commenter questioned the format of the annual application for the five vocational-technical centers -- specifically about the need for repetition of information throughout the application and for the need for a rating sheet.

Response: The rating sheet duplicates the evaluation tool used by the readers of the grant applications that will be submitted by all other eligible subrecipients for funds in program year 1990. Even though the vocational-technical centers have been appropriated Perkins funds by the Montana Legislature, they will still have to meet the quality control standards that everyone else will have to meet to receive funds through the competitive process. The rating sheet was requested by the director of one of the vocational-technical centers so they could write with quality control criteria in mind.

If, due to the specific content of a particular center's annual application, there would be repetition of certain information within the annual application, it would be permissible to duplicate that material. Each separate project should list the qualifications of the staff member responsible for accomplishment of project objectives. For example, a master's degree or certification as a school counselor is required when counseling services are to be provided.

Another commenter addressed the state limitations on use of Perkins funds. He pointed out that limiting Perkins funds to updating equipment, rather than replacing worn out equipment with an exact replica, does limit the options for the vocational-technical centers that are funded for equipment only with Perkins funds and state match for those funds. The same commenter asked about the restriction on purchase of passenger vehicles with Perkins funds.

Response: Perkins funds may be used to purchase instructional equipment that will improve, expand or bring innovation to existing vocational education offerings, or that will assist targeted populations to take better advantage of vocational education classes and services. It is not designed to equip the basic program itself. For instance, federal regulations say that Perkins funds may not be used to purchase initial equipment. The problem with purchasing passenger vehicles is to determine the on-going use of that vehicle for strictly instructional purposes.

A commenter asked about the fact that state staff will review an agency's records and that the agency will need to document participant eligibility for Title II, Part A funds.

Response: The state must be able to substantiate that the Title II, Part A funds distributed for programs for targeted populations are in fact going to efforts for those specific individuals. Records must be maintained that show this to be the case. The state will be issuing a Technical Assistance Manual in the late fall that will give some specific examples of how to document this activity satisfactorily.

A commenter asked about the privacy of student records vis a vis the state review of participant information.

Response: Federal regulations concerning the use of any federal funds for which the Secretary of the U.S. Department of Education has administrative responsibility allow authorized representatives of state education agencies access to student and other records that are necessary for audit and evaluation of federally supported programs. This will not violate the conditions section 438 of the General Education Provisions Act that addresses privacy of parents and students.

The Montana Council of Vocational Education went on record as being concerned about the appropriation of Perkins funds in Montana. Another commenter wanted to know what the consequences might be for Montana because of the legislature's appropriation of Perkins funds into the operational base of the vocational-technical centers.

Response: It is the understanding of the current sole state agency that the previous sole state agency has registered its protest with the Montana Legislature and with the federal government. The legislature has continued to appropriate the federal funds and the federal government has apparently chosen not to intervene. We have addressed the issue by establishing the annual application for the five vocational-technical centers so they will not be in the competitive process for the appropriated amount -- even though they have to meet the same standards as the rest of the field. We will be expressing our concerns to the upcoming Legislative Session and hope that we may be able to help them see a way to move away from the appropriation posture.

Another commenter wanted to know how much of the available dollars is represented by the amount appropriated to the vocational-technical centers.

Response: If the $807 thousand currently appropriated by the Montana Legislature is appropriated again, it will represent about 20% of the available Perkins funds in program year 1990.

A commenter asked about the state's position in terms of maintenance of effort.

Response: So far, the state is maintaining its support of vocational education at a level that will not jeopardize the state's receipt of Perkins funds. However, that is a situation that has to be reassessed every biennial budget cycle.

The final commenter wanted to know the membership of the Federal Projects Advisory Council.

Response: The names and locations of the FPAC members were given.

Billings, September 30, 1988

The Deputy Commissioner for Vocational-Technical Education and the Director of Federal Vocational Grants were present to respond to public questions and comment. The only other people in attendance at the meeting were staff members of the Billings Vocational-Technical Center and the recording secretary. The Director of Federal Vocational Grants explained the four proposed amendments. Only one comment was received and it did not relate to the proposed amendments to the State Plan. The commenter said that he would like consideration given to improving the budget form used in the RFP packet.

APPENDIX S

MONTANA'S FUNDED FY89 PERKINS PROJECTS 1-6-89

TITLE II, PART A: Vocational Education Opportunities

Category	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
						$729,504	
Handi-	211	30	Hardin PS	$13,547	$13,803	$715,957	Prevoc'l/Career Instructional Prog.
capped	210	31	Butte PS	$32,384	$35,979	$683,573	Supported Employment for Handicapped
	209	19	Helena PS	$42,596	$44,702	$640,977	Supported Employment Program
	206	21	Conrad PS	$325	$325	$640,652	Career Guidance for Voc'l Disadv. & Handicap
	205	6	Anaconda HS	$20,632	$20,632	$620,020	Career Occupation Readiness Education (COPE)
	205	399	Joliet PS	$6,000	$6,000	$614,020	Facility Improvemt to Accommodate Handicapped
	204	22	Conrad PS	$38,966	$39,496	$575,054	Cooperative Voc'l Resource Educator
	195.33	24	Corvallis SD1	$1,895	$1,895	$573,159	Transitional Curric. for Rural MT Schools
	190	15	Havre PS	$5,490	$11,191	$567,669	Computer-Assist. Job Search & Comparison
	188.67	18	Helena PS	$3,750	$3,750	$563,919	Individualized Learning Ctr for Electronics
	187	277	Fromberg PS	$313	$315	$563,606	Computers for the Handicapped
	186	398	Florence-Carlton	$4,000	$4,000	$559,606	Keyboarding
	185	29	Billings PS	$59,552	$136,000	$500,054	Community Referenced Voc'l Trng Project
	181.33	25	Florence-Carlton	$2,843	$2,843	$497,211	Beginning Print Shop
	181	H001	Great Falls VTC	$4,987	$4,987	$492,224	Providing Interpreters, Tutors & Aides
	172	H007	Billings VTC	$71,483	$28,258	$420,741	Awareness/Referral Network for Special Pop.s
	166	13	Browning HS	$7,290	$7,290	$413,451	Voc'l Education for the Handicapped
	165.33	10	Kalispell PS	$66,476	$70,000	$346,975	Transition from Flathead HS Expansion - III
	165.33	27	Poplar HS	$17,500	$17,500	$329,475	Special Education Work Exposure Program
	165	400	Helena Dist 1	$4,375	$4,375	$325,100	Voc'l Assessmt of Mildly Handicapped Students
	162	3	Great Falls PS	$42,717	$52,977	$282,383	Specialized Voc'l Trng Project
	158	248	Missoula Co. HS	$5,000	$5,000	$277,383	Implemen. Modernized Business/Handicap Prog
	156.67	9	Kalispell PS	$53,300	$53,300	$224,083	Project Job Coach II
	156.67	7	Lewistown PS	$6,000	$6,000	$218,083	Lewistown FY89 Handicapped Application
	154	26	Sidney PS	$38,386	$55,697	$179,697	Integrated Prevoc'l Prog/Less Restrict Envir
	146.67	16	Polson PS	$2,501	$2,501	$177,196	AV Equipmt for Vo-Ag Instruct/Learn Disabled
	145	20	Superior HS	$5,590	$5,700	$171,606	Industrial Arts/Home Ec for Handicapped
	145	H085	Butte PS	$30,680	$28,225	$140,926	Career Prevoc'l Summer/Night Program
	140	23	Powder River Co.HS	$7,500	$7,500	$133,426	Interactive Video Sys for Remedial Vo-ed
	135	389	Wolf Point Dist45A	$1,500	$0	$131,926	Pre-Voc'l Awareness & Employability Skills
	127	H083	Hardin Dist 17H&1	$13,541	$13,901	$118,385	Improve Prog for Students with Special Needs
	123	H008	Great Falls VTC	$3,200	$3,200	$115,185	Videotape Courses for Handicapped Support
	121.33	14	Cut Bank HS	$2,200	$2,200	$112,985	Accessibility for the Handicapped
	119	17	Polson PS	$3,943	$3,943	$109,042	Computer Equip/Software Vo-Ag Learn Disabled
	117	397	Florence-Carlton	$4,000	$4,000	$105,042	Beginning Shop(From Start to Finish)
	112	H084	Joint Dist # 8	$3,527	$3,527	$101,515	Keyboarding & Voc'l Application of High Tech
	105*	H005	Salish-Kootenai	$23,175	$23,175	$78,340	Support Services for Handicapped Students
	95*	H002	Blackfeet CC	$7,706	$7,980	$70,634	BCC Vo-Ed Access Project
	85*	H006	Stone Child CC	$8,416	$0	$62,218	Vo-Ed Services to the Handicapped
	73*	H003	Dull Knife Mem Coll	$9,090	$9,172	$53,128	Handicapped Counseling/Docuat Production Trng
	58*	H004	Fort Peck CC	$1,503	$1,000	$51,625	Handicapped Voc'l Equipmt Upgrading Project
			TOTALS	$677,379	$742,339		
			Secondary	$548,319	$664,567		
			Post-secondary	$129,560	$77,772		
			Overmatch		$64,460		
			Unallocated	$51,625			

* Indicates grants awarded during a supplemental RFP process - minimum score of 55 required for funding.

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Category	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
						$1,814,242	
Disad-vantaged	216	D002	Flathead Valley CC	$28,244	$28,244	$1,785,998	Improving Career Counseling Services
	215	D037	Great Falls VTC	$25,150	$26,737	$1,760,848	Reading Improvement: Bridges to Learning
	213	313	Mountain View	$9,016	$9,380	$1,751,832	Compet Job Market Skills/Incarcerated Youth
	212	391	Harlem HS Dist 12	$70,920	$100,000	$1,680,912	Improve Instructional Quality/Opportunities
	210	56	Missoula CO.HS	$6,224	$6,224	$1,674,688	Prevoc'l English/Job Seeking Skills - HS
	208	37	Dawson Co. HS	$6,471	$7,687	$1,668,217	Meaningful Career Awareness/Voc'l Training
	207	175	Harlem HS	$50,388	$60,000	$1,617,829	Update/Modernize/Improve Voc'l Ed
	205	168	Hardin PS	$5,600	$7,700	$1,612,229	Using MCIS in Career Guidance Program
	204.67	57	Missoula CO.HS	$12,005	$11,220	$1,600,224	Prevoc'l Eng/Math/Job Seeking Skills-Adults
	204	67	Rocky Boy TribalHS	$15,019	$29,500	$1,585,206	RBTHS Vo-Ed Program - Disadv & Handicapped
	204	D020	Career Futures	$14,210	$14,210	$1,570,996	Anaconda Outreach: Equity in Employmt/Trng
	200	36	Great Falls PS	$22,331	$33,350	$1,538,665	Career Counseling/Development Ctr
	197.33	65	Billings PS	$5,296	$5,296	$1,533,369	Adult English as a Second Language (ESL)
	196.67	D01b	Blackfeet CC	$1,228	$0	$1,532,141	Basic Skills Attainment
	196	D012	Fort Belknap	$35,869	$35,869	$1,496,272	Vo-ed Carpentry Training Program
	195	393	Great Falls PS	$29,401	$32,668	$1,466,871	World of Work
	194	54	Havre PS	$33,896	$41,167	$1,432,975	Strengthening Basic Skills of Vo-ed Students
	194	D03B	Msla YWCA/Msla VTC	$10,530	$10,530	$1,422,445	Quality Dependent Care
	192	53	Cut Bank HS	$8,200	$8,200	$1,414,245	Business/Ed Partnership-Disadv Voc'l Student
	190	392	Great Falls PS	$6,296	$7,481	$1,407,949	Literacy Level Assessment
	188	261	Saco PS	$7,331	$7,331	$1,400,618	Tutorial "Shop Math"- Disadv Students in L
	188	D019	Northern MT Coll	$24,925	$26,062	$1,375,693	Holistic Approach: Native Amer. Students
	188	D014	Blackfeet CC	$29,895	$9,694	$1,345,798	Computer-aided Vo-ed Tutorial Ctr
	185.33	D018	Great Falls VTC	$24,706	$24,706	$1,321,092	Coop Model: Voc'l Assessmt for Community
	184.67	41	Kalispell PS	$26,875	$26,875	$1,294,217	Exploration Job II
	184	46	Browning HS	$6,000	$6,000	$1,288,217	Equipmt Upgrade for Industrial Tech Prog
	184	D007	Dawson CC	$9,517	$9,517	$1,278,700	Personal/Career Outreach Advising - Adults
	184	382	Froeberg PS	$3,107	$3,114	$1,275,593	Computers for the Disadvantaged
	182	D011	Career Futures	$34,608	$34,608	$1,240,985	Quality Child Care @ Butte Vo-Tech Ctr
	182	D039	Salish-Kootenai	$25,157	$24,278	$1,217,828	Voc'l Training Retention Project
	181	52	Browning HS	$7,500	$7,500	$1,210,328	Computer Technology Update
	180	394	Billings PS	$41,685	$44,258	$1,169,643	MARS Prevoc'l English as 2nd Language
	178.67	66	Lodge Grass HS	$64,049	$64,049	$1,104,594	Expansion Course Offerings for LES Students
	177	395	Rocky Boy HS	$11,953	$12,000	$1,092,641	RBTHS Voc'l Ed Program
	174	45	Browning HS	$8,600	$8,600	$1,084,041	Industrial Arts Technology Update
	173	51	Browning HS	$7,000	$7,000	$1,077,041	Career Guidance for Voc'l Education
	170	49	Browning HS	$14,741	$14,741	$1,062,300	Ag Technology Curric. Implementation
	170	405	Flathead HS Dist5	$7,690	$17,680	$1,054,610	Tutorial Program for Disadv Students in V
	167	404	Flathead HS Dist5	$49,788	$53,959	$1,004,822	SYSTEM - Summer Youth Skills & Tech Ed Mod
	165.33	69	Plenty Coups HS	$19,788	$26,252	$985,034	Designted Computer Lab for LEP Students
	164	62	Frazer PS	$10,945	$10,981	$974,089	High Tech into Industrial Arts Curric.
	163	63	Frazer PS	$3,022	$3,266	$971,067	Practical Ofc Simulation Applications
	162	44	Garfield Co.HS	$4,328	$0	$966,739	Self Assessmt/Skill Bldg-Career Decisions
	156	47	Browning HS	$4,750	$4,750	$961,989	Business Ed Technology Update
	153.33	72	Plenty Coups HS	$19,198	$20,793	$942,791	Computer Upgrade/WP, Spreadsheet,Database
	155.33	D006	Miles CC	$47,912	$54,766	$894,879	Upgrading Ed-Skills of Adults
	154	D008	Billings VTC	$20,686	$20,686	$874,193	Placement Services for Disadv Students
	152	40	Roy HS	$160	$160	$874,033	Subscription - McGraw Hill Info Exchange
	142	68	Butte PS	$132,009	$122,231	$742,024	Transition 89 - Butte High Alternative Sch
	142	42	Manhattan HS	$3,103	$3,103	$738,921	Voc'l Trng Prog for Disadv Students
	141.33	43	Willow Creek Sch	$1,400	$1,320	$737,521	Computer Expands Student Consumer Skill U
	126.67	38	Fergus Co.HS	$1,970	$1,970	$735,551	Fergus HS Voc'l Cooperative Project
	125.33	48	Browning HS	$1,150	$1,150	$734,401	Home Ec Clothing Dept Equipmt Update
	123.33	71	Plenty Coups HS	$6,803	$16,305	$727,598	Teach Bilingual Students Life Mngmt Skills
	118	60	Culbertson PS	$2,722	$9,265	$724,876	Disadv Students Career Awareness Materials
	200	D021	MT State Prison	$20,973	$281,023	$703,903	Comp Career Intervention - Disadv Inmates
	110*	D022	Butte VTC	$45,306	$255,500	$658,597	Butte Prerelease Center Prevoc'l WOW Program
	110*	D034	Salish-Kootenai	$33,536	$24,994	$625,061	Voc'l Trng in Timber Falling

Disadv. Continued	110*	2025	Salish-Kootenai	$47,947	$47,730	$581,118	Child Dvlpmt/Head Start/Day Care Certif Trng
	110*	D103	Browning HS	$1,771	$1,771	$579,347	Prevoc'l Awareness and Motivation Project
	110*	D111	Ronan HS	$3,670	$3,670	$575,677	Prevoc'l Awareness and Motivation Project
	105*	D028	Blackfeet CC	$12,374	$12,374	$563,303	Early Childhood Ed Trng
	105*	D105	Colstrip PS	$3,900	$3,900	$559,403	Individualized Instruction/Remediation-Bus Ed
	99*	D025	Blackfeet CC	$9,404	$9,409	$549,999	Part-Time Secretarial/Bus Instructor Staff
	99*	D102	Anaconda HS Dist 10	$20,632	$28,286	$529,367	Career Occ. Readiness Ed - "CORE"
	95*	D030	Dull Knife Mem Coll	$18,786	$8,623	$510,581	Disadv/LEP Tutoring - Desktop Publishing
	95*	D026	Stone Child CC	$26,744	$26,744	$483,837	Vocational Education
	94*	D101	Young Families	$16,750	$16,750	$467,087	Single Adolescent Parent Outreach Project
	94*	D109	Mountain View	$18,517	$18,593	$448,570	Vocational Education Excellence
	93*	D027	Blackfeet CC	$3,225	$3,225	$445,345	Expansion of Vo-Ed Holdings In Library
	92*	D024	Butte VTC	$4,744	$400	$440,601	Career Futures - Computer Literacy Course
	90*	D062	Pryor PS	$7,262	$2,687	$433,339	Pilot Prog to Expand Vo-Ed to Disadv Students
	85*	D031	Fort Peck CC	$14,808	$8,500	$418,531	Voc'l Equipmt Upgrading Project
	85*	D108	Frazer PS	$12,346	$17,609	$406,185	Equipmt to Expand Telecom. for ECHOES Program
	84*	D029	Blackfeet CC	$24,975	$25,000	$381,210	Day Care Services for Disadv. Students
	83*	D110	Hardin Dist 17H&1	$29,704	$29,768	$351,506	Counseling, Tutoring, Home/School Coord. LEP
	80*	D112	Pryor PS	$12,091	$12,091	$339,415	Emergency Medical Technician Trng Program
	75*	D104	Busby School	$21,258	$21,258	$318,157	Computer Literacy to Increase Employmt Skills
	74*	D022	Butte VTC	$19,908	$19,908	$298,249	Project "PUP" - Prevoc'l Upgrading Program
	72*	D100	Butte Dist 1	$39,717	$39,717	$258,536	Career/Prevoc'l Summer/Night School Program
	72*	D106	Hays/Lodge Pole	$11,176	$11,176	$247,360	Life Coping Skills through Computer Ed
	71*	D107	Cut Bank HS	$15,800	$15,800	$231,560	Guidance/Counseling/Career Dvlpmt - "At Risk
	62*	D026	Blackfeet CC	$9,369	$10,129	$222,191	Equipmt for Disadv Students - Building Trade
	59*	D032	Little Big Horn C	$19,289	$18,200	$202,902	Carpentry Voc'l Trng
	56*	D099	Arlee HS	$27,338	$27,338	$175,564	Keyboarding, Application of High Technology
	**	D063	Lodge Grass PS	$19,822	$19,792	$155,742	Purchase of Modern Machinery & Tools
	**	D064	St Ignatius HS	$15,711	$15,711	$140,031	Purchase of Modern Machinery & Tools
	**	D065	St Ignatius HS	$4,727	$2,728	$138,034	Purchase of Modern Machinery & Tools
	**	D066	Hays/Lodge Pole	$9,078	$9,078	$120,216	Skill Dvlpmt through Voc'l Technology
	**	D067	Rocky Boy Tribal HS	$17,737	$0	$108,823	Purchase of Modern Machinery & Tools
	**	D068	Browning PS	$58,880	$58,880	$49,943	Modern Equipmt & Tool Purchase
	**	D069	Hardin School Dist.	$52,522	$76,999	($2,579)	Purchase of Modern Machinery & Tools

TOTALS	$1,816,821	$2,321,799
Secondary	$1,178,800	$1,244,124
Post-secondary	$638,021	$1,077,675
Overallocated	($2,579)	

* Indicates grants awarded during a supplemental RFP process - minimum score of 55 required for funding.

** Indicates special secondary allocation of FY87 funds that had to be expended by September 30, 1988.

Category	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
						$50,000	
Adult - Apprentice ship	197	88	MT Heavy Equpt Op.	$7,420	$29,033	$42,580	Apprenticeship Trng-Heavy Equipmt Oper.s
	185.33	86	MT Carpenters JATP	$19,080	$39,042	$22,500	Apprenticeship Trng - Carpenters
	171	373	Blackfeet CC	$4,063	$4,063	$28,437	Apprenticeship Classroom Trng
	170.67	96	Miles CC	$7,564	$32,851	$24,873	Operators Apprenticeship Prog - Colstrip
	161.33	780	Miles CC	$3,564	$32,851	$21,309	Mechanics Apprenticeship Prog - Colstrip
	155.33	90	Missoula Co. HS	$1,347	$3,333	$19,962	Plumber/Pipefitter Apprentice Related Instr
	154	91	Missoula Co. HS	$1,347	$1,471	$18,615	Sheetmetal Apprenticeship-Related Instr
	151.33	80	Great Falls PS	$1,260	$1,913	$17,355	Automotive/Management Trades Apprenticeship
	150.67	32	Great Falls PS	$1,260	$2,110	$16,095	Sheet Metal Apprenticeship Prog
	148	81	Great Falls PS	$6,300	$14,789	$9,795	Statewide Electrical Apprenticeship Prog

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Adult -	144	79	Great Falls PS	$1,260	$1,373	$8,535	Painters Apprenticeship Prog
Apprentice	141.33	78	Great Falls PS	$3,780	$8,498	$4,755	Plumbers/Pipefitters/Refrig Apprenticeshi
ship	130	375	Billings PS	$2,120	$2,850	$2,635	Painting Industry Joint Apprentice/Trng Co
Concluded	126	377	Billings PS	$1,782	$29,500	$853	Pipetrades Industry Apprenticeship
			TOTALS	$49,147	$203,677		
			Secondary	$49,147	$203,677		
			Post-secondary	$0	$0		
			Overmatch	$154,530			
			Unallocated	$853			

Category	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
						$449,778	
Adult	170 *	385	Billings PS	$1,166	$6,298	$448,612	Upgrading Journeyman Sheet Metal Workers
	154 *	A005	Missoula VTC	$62,497	$98,957	$386,115	General and Related Education
	149 *	A001	Butte VTC	$17,742	$17,742	$368,373	Project "CUP" (Career Upgrading Program/
	204	A013	Salish-Kootenai	$46,247	$47,935	$322,126	Tribal Work Experience/Voc'l Trng Progra
	204	37	MT O.E. JATT	$8,560	$11,814	$313,566	Technical Skills Upgrading - Operating Engrs
	202	143	Helena PS	$13,722	$13,722	$299,844	Apprenticeship/Journeyman Instructor Seminar
	200.67	85	Bozeman PS	$11,835	$11,835	$288,009	Small Business Training Program
	185	74	MT AFL-CIO	$129,705	$135,731	$158,304	Project Challenge: Work Again/Literacy
	184	99	Ofc Public Instr	$40,000	$40,000	$118,304	Adult Agriculture Education
	182	77	Carter Co. HS	$6,000	$6,263	$112,304	Vo-Ag/Extension Service Adult Computer T
	177	A006	Blackfeet CC	$13,710	$9,730	$98,594	Adult Computer Literacy/Application Skil
	176.67	89	Missoula Co. HS	$2,037	$2,037	$96,557	Plumber/Pipefitter Journeyman Retraining
	169	372	Blackfeet CC	$31,257	$31,257	$65,300	Apprenticeship Program Add'l Staffing
	165	94	Colstrip PS	$16,772	$16,772	$48,528	Trng/Retrng Adults - Business/Computer Sk
	160.67	376	Billings PS	$1,240	$38,500	$47,288	Pipetrades Industry Journeyman Upgrade
	159	95	Columbus HS	$2,950	$2,950	$44,338	Laborer or Leader: Trng May Make the Dif
	148.67	83	Great Falls PS	$2,520	$5,948	$41,818	Statewide Electrical Journeyman Upgrade
	146	84	Great Falls PS	$2,520	$9,312	$29,298	MT Ironworkers Journey Upgrade Program
	124	97	Butte PS	$1,260	$1,500	$28,038	Machinist Journeyman Upgrade Trng Program
	119.33	98	Butte PS	$1,260	$1,500	$26,778	Machinist Apprenticeship Upgrade Trng
			TOTALS	$413,000	$507,303		
			Secondary	$272,804	$326,641		
			Post-secondary	$140,196	$180,662		
			Overmatch	$94,303			
			Unallocated	$26,778			

Category	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
						$332,772	
Single	217	S001	Career Trng Instit	$23,238	$568	$309,534	Removing Barriers to Vo-Ed
Parent/	215	S015	Miles CC	$17,982	$190	$291,552	Job-Seeking Strategies/Career Planning
Homemaker	212	S002	Career Trng Instit	$16,838	$460	$274,714	Word Perfect and Lotus 1-2-3
	210	S031	Great Falls VIT	$28,000	$291	$246,714	Trng for Modern Office Technology
	210	S028	Stone Child	$24,109	$19,168	$222,605	College Day Care Center
	207	S030	Great Falls VIT	$10,577	$291	$212,028	Uniform Comp. Assessmt & Educ'l Planning
	205	S012	Havre HRDC	$10,750	$0	$201,278	Retraining DH's in Automated Ofc Skills
	205	S006	Bozeman VIT (MSU)	$17,500	$1,482	$183,778	Increasing State-regulated Child Care
	200	S026	Bozeman VIT	$30,002	$0	$153,776	Ofc Equipmt and Management Trng
	193	S021	Career Futures	$31,742	$600	$122,034	Prevoc'l, Motivational, Attitudinal Trng
	193	S020	Lewistown HRDC	$1,025	$25	$121,009	Computer Literacy Trng for DH/SP

Single	191	S024	Bozeman MIT	$13,272	$0	$107,737	Livingston Computer Trng Program
Parent/	190	S017	Dawson CC	$22,080	$0	$85,657	Expanded Job Accessibility to Occ'l/PS Ed
Homemaker	190	S014	Miles CC	$19,438	$190	$66,219	Recruitat/Job Dvlpat in Non-trad. Occ's
Concluded	190	S013	Havre HRDC	$9,059	$0	$57,160	Child Care for DH's in Voc'l Trng
	187	S010	Billings YWCA	$18,000	$350	$39,160	Tech & Workplace Literacy for SP/H
	187	100	Joliet HS	$10,160	$0	$29,000	Computer Technology: Project Continuation
	185	S008	Missoula YWCA	$11,000	$0	$18,000	Expansion Employability & Basic Skills
	160	S005	Women's Res. Ctr	$18,000	$350	$0	SP/DH Center
			TOTALS	$332,772	$23,965		
			Secondary	$10,160	$0		
			Post-secondary	$322,612	$23,965		
			Unallocated	$0			

Category	Project Score	Project Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
						$131,728	
Sex Bias/	210	SB004	Career Futures	$6,300	$400	$125,428	Math Anxiety Course for Non-trad. Students
Stereo-	206	SB008	Bozeman MIT	$10,899	$0	$114,529	Opportunities: Non-trad/Higher Paid Careers
typing	205	SB011	Northern MT Coll	$13,114	$200	$101,415	Broadening Career Choices - Non-trad.
	203	113	Young Families	$47,986	$47,986	$53,429	Ed & Day Care Services - Adol. Parents
	200	SB009	Bozeman MIT	$23,923	$0	$29,506	Self-employat for DH: Business Incubator
	195	SB010	Cascade HS (MSU)	$29,506	$2,834	$0	Promotg Awareness of Voc'l Opp.s in Ag.
			TOTALS	$131,728	$51,420		
			Secondary	$47,986	$47,986		
			Post-secondary	$83,742	$3,434		
			Unallocated	$0			

Category	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
						$40,146	
Correct-	200	C002	MT State Prison	$21,281	$300	$18,865	Comprehensive Career Intervention
ions	192	C001	Alpha House	$18,865	$19,910	$0	Contin. Community-based Work Experience
			TOTALS	$40,146	$20,210		
			Secondary	$0	$0		
			Post-secondary	$40,146	$20,210		
			Unallocated	$0			

TOTAL OF ALL TITLE II, PART A FUNDS:	$3,461,493	$3,870,704	
Secondary	$2,107,216	$2,486,995	
Post-secondary	$1,354,277	$1,383,709	

TITLE II, PART B: Vocational Education Program Improvement, Innovation and Expansion

Category	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
						$113,090	
Curriculum Developmt	194 *	CD005	Helena VTC	$29,938	$29,938	$83,152	Placement System for MVTC Graduates
	191 *	CD006	Missoula VTC	$34,284	$34,284	$48,868	Curriculum Development for MVTC
	184 *	CD004	Billings VTC	$15,238	$15,238	$33,630	Medical Assistant/Nursing Programs
	206	139	MT State Univ	$14,354	$14,354	$19,276	Dvlp Agribusiness Instructional Materials
	203	126	Cut Bank HS	$1,500	$1,500	$17,776	Home Ec/Life Mngmt Skills Curric - Gr 7-12
	203	CD008	Northern MT Coll	$1,494	$1,495	$16,282	Industrial Tech. Faculty Ed/VoTech CD
	202	170	Absarokee HS	$2,123	$2,123	$14,159	Junior High Update
	201	141	MT State Univ	$14,159	$14,159	$0	Video component for EXPLORING TECHNOLOGY ED
			TOTALS	$113,090	$113,091		
			Secondary	$32,126	$32,126		
			Post-secondary	$80,954	$80,955		
			Overmatch	$1			
			Unallocated	$0			

Category	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
						$138,650	
Personnel Developmt	195 *	PD004	Billings VTC	$7,469	$7,469	$131,181	Student Aid Reporting & Analysis
	182 *	PD005	Missoula VTC	$1,425	$1,425	$129,756	Professional Development
	215	144	MT O.E. JATT	$6,919	$10,000	$122,837	Handling Hazardous Wastes - Operating Exp
	210	150	MT State Univ	$25,188	$25,188	$97,649	In-Field Activities for MT Ag/Tech Ed
	210	145	Billings PS	$24,555	$24,555	$72,094	88 MT Voc'l Assoc Statewide Leadership Conf
	206	258	Park HS	$2,800	$2,872	$70,194	Computer Trng for Voc'l Instructors
	204	319	MT State Univ	$13,723	$13,723	$56,571	Technology Ed Pilot Program
	202	142	Joliet HS	$9,000	$9,000	$47,571	MT Vo-Ag Teachers Assoc Leadership Conf
	202	PD002	Western MT Coll	$27,029	$31,467	$20,542	Info. Tech Ed and Rural Econ Dvlpmt
	200	148	MT State Univ	$13,068	$17,185	$7,474	PD/Public Info Enhancement - Home Ec Teacher
	197	PD003	Miles CC	$6,974	$10,139	$500	Maint. Instruction - Digital Devices
			TOTALS	$138,150	$149,023		
			Secondary	$95,253	$98,522		
			Post-secondary	$42,397	$50,500		
			Overmatch	$10,873			
			Adj. Overmatch **	$0			
			Unallocated	$500			

** Overmatch goes into matching requirement of statewide setaside.

Category	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
						$257,210	
Guidance	186 *	G005	Billings VTC	$20,930	$20,930	$236,280	Advisement Program
	194 *	G002	Butte VTC	$13,630	$13,630	$222,650	Com. Skills, Self-Esteem, Personal Counseling
	208	G007	Northern MT Coll	$9,202	$9,202	$213,448	Continued Expansion Employability Workshop
	201	155	Bridger HS	$7,420	$7,420	$206,028	Computer-Assisted Guid Service/Career Info
	198	163	Madison Valley Sch	$8,307	$8,404	$197,721	Improve/Expand Career Ed Services
	195	G006	Bozeman MIT	$25,961	$26,116	$171,760	Job Dvlpg for Single Parents/Homemakers
	187	G010	Salish-Kootenai	$5,792	$6,532	$165,968	Career Ed for Vo-Ed Students
	184	160	Bozeman PS	$11,400	$12,892	$154,568	Computer-based Career Counseling Project

Guidance	181	S009	Bozeman MIT	$7,685	$8,691	$146,983	Self-Esteem Building Program
Concluded	181	G001	Fort Peck CC	$11,685	$11,685	$135,198	Voc'l Ed Guidance Counseling Services
	180	172	Northern MT Coll	$15,729	$18,341	$119,469	Vo-Ed/Career Counseling for HS Counselors
	178	171	MCIS	$10,646	$13,175	$108,823	Improving Use of Career Info in MT's Schools
	178	170	Blue Sky PS	$5,771	$16,786	$103,052	Computerized Guidance/Career Search Program
	176.67	156	Joliet HS	$3,740	$3,740	$99,312	Computerized Voc'l Info via MCIS
	166.67	157	Yellowst-W.Carbon	$9,100	$9,700	$90,212	Voc'l Evaluation Survey/Implementation
	162	S004	Dawson CC	$3,591	$3,591	$86,621	Comprehensive Career Guidance Service
	157.33	162	Cut Bank HS	$1,500	$1,520	$85,121	Career Assessment and Planning
	157	165	Absarokee PS	$1,638	$1,638	$83,483	Career Opportunities thru Vo-Ed
	148	169	Ronan HS	$15,575	$16,055	$67,908	Developing a Comprehensive Guidance Program
	141.33	159	Kalispell PS	$35,500	$44,565	$32,408	Career Center for Guidance Dept
	134	164	Park HS	$1,000	$1,000	$31,408	Career Planning and Development Center
	133	154	Turner PS	$5,429	$5,429	$25,979	Dvlp Voc'l Guidance Prog - Rural/Remote Dist
	132.67	64	Judith Gap PS	$1,655	$1,655	$24,324	Greater Career Exploration thru Computer Use
	123.33	244	Missoula Co. HS	$24,324	$25,640	$0	Update of Career Centers

TOTALS	$257,210	$288,337
Secondary	$159,734	$187,960
Post-secondary	$98,476	$100,377
Overmatch	$31,127	
Adj. Overmatch **	$0	
Unallocated	$0	

** Overmatch goes into matching requirement of statewide setaside.

Category	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available $1,169,121	Title of Project
Program	209 *	PIE018	Missoula VTC	$22,633	$22,633	$1,146,559	Placement Services
Improvmt.	208 *	PIE004	Butte VTC	$23,529	$23,529	$1,123,029	Competency-based Outboard Service Trng
Innovation	203 *	PIE027	Great Falls VTC	$6,480	$6,480	$1,116,549	Emergency Medical Technician
Expansion	201 *	PIE024	Great Falls VTC	$19,969	$19,969	$1,096,580	Outreach in Health Ed Services
	198.7 *	PIE009	Helena VTC	$65,918	$65,918	$1,030,662	Prog Improvmt Proj: Auto Mechanics
	197 *	PIE023	Great Falls VTC	$5,000	$5,000	$1,025,662	GF/Billings Respiratory Therapist Trng
	197 *	PIE017	Missoula VTC	$1	$66,817	$1,025,661	Prof. Nursing - Laddered Program
	191 *	PIE026	Great Falls VTC	$29,776	$29,776	$995,885	Voc'l Trng Opportunities: Lifelong Learners
	189 *	PIE016	Missoula VTC	$1	$25,621	$995,884	Paralegal/Legal Assistant
	188 *	PIE022	Great Falls VTC	$7,500	$7,500	$988,384	Respiratory Care Clinic Instructor
	187 *	PIE010	Helena VTC	$76,115	$76,115	$912,269	Prog Improvmt Proj: Indust. Tech Electron
	187 *	PIE008	Helena VTC	$20,464	$20,464	$891,805	Prog Improvmt Proj: Business DP
	187 *	PIE003	Butte VTC	$19,474	$19,474	$872,331	System 34/Word Processing Extended Serv.s
	179 *	PIE006	Billings VTC	$2,876	$2,876	$869,455	Improving Voc'l Drafting Programs
	177 *	COP001	Butte VTC	$29,640	$29,640	$839,815	Learn-for-Pay Partnership Program
	175 *	P003	Butte VTC	$33,980	$33,980	$805,835	The Small Bus Mgr with Sales Option
	171 *	NP001	Great Falls VTC	$14,734	$14,734	$791,101	Child Care Specialist - Nanny Program
	168 *	E0007	Helena VTC	$25,518	$25,518	$765,583	New Equipment Acquisition
	164 *	PIE007	Billings VTC	$29,918	$29,918	$735,665	Curric. Revis to Accom Standardized Scheds
	164 *	PIE036	Great Falls VTC	$6,709	$6,709	$728,956	Curricula Conversion to Semester System
	153 *	E0006	Billings VTC	$22,805	$22,805	$706,151	Equipment to Expand or Improve Programs
	151 *	M001	Billings VTC	$8,988	$8,988	$697,163	Prevocational Math Program
	145 *	E0014	Great Falls VTC	$21,610	$21,610	$675,553	Equipment Purchases for FY89
	118 *	E2008	Missoula VTC	$24,355	$24,355	$651,198	Equipment Acquisition
	220	217	Cut Bank HS	$8,500	$8,500	$642,698	Dvlpmt of DP Instructional Center
	220	219	Cut Bank HS	$1,800	$1,800	$640,898	Establishing a High Tech Media Center
	220	214	W. Yellowstone PS	$4,042	$4,042	$636,856	Introduction to Principles of Technology
	219	182	Cascade PS	$4,298	$4,298	$632,558	Voc'l-Business Computer Trng/Job Opp.s

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Program	215	227	Helena PS	$7,952	$7,952	$624,606	Voc'l Employability Program
Improvmt.	215	120	Kalispell PS	$42,554	$46,919	$582,052	Science/Agriculture Curriculum
Innovation	215	198	Kalispell PS	$24,887	$25,287	$557,165	Voc'l Work Experience Prog. Coordinator
Expansion	215	216	Cut Bank HS	$7,500	$7,500	$549,665	Dvlpmt of CAD Program
Continued	215	218	Cut Bank HS	$5,000	$5,000	$544,665	Integrate Tech Ed in Other Voc'l Classes
	215	183	Cascade PS	$13,557	$13,557	$531,108	Integrated Computer Lab
	213	136	Northern MT Coll	$3,474	$3,814	$527,634	Workshop HS - Telecom. Online Databases
	213	211	Willow Creek Sch	$4,414	$4,414	$523,220	Our Students Need More
	211	232	Helena PS	$32,360	$32,360	$490,860	Establish Trng Center for CAD
	211	R001	Flathead Valley CC	$36,013	$36,013	$454,847	Extension of Sawyer Saftey Project
	211	PIE032	Miles CC	$46,040	$46,076	$408,807	Texts, Ref. Works, Software, AV Materials
	210	193	Kalispell PS	$10,322	$10,322	$398,485	Update Metal Shop Equipmt
	210	PIE001	Dull Knife Mem. C	$29,641	$0	$368,844	Document Production Certificate Program
	210	215	Cut Bank HS	$4,800	$4,800	$364,044	Instructional Resource Center-Voc'l Students
	209	264	Saco PS	$26,990	$26,990	$337,054	Expand/Upgrade EDUNET - Double Participation
	209	278	Absarokee PS	$5,995	$5,995	$331,059	OEA "Hire a Hand" - Increase Coop Output
	208	EP002	Northern MT Coll	$9,699	$15,700	$321,360	Multiple Site CAD/CAM Seminars
	208	PIE030	Northern MT Coll	$11,394	$13,298	$309,966	Optimizing Math Competency Trng
	207	197	Kalispell PS	$3,500	$3,500	$306,466	Equipmt Enhance Livestock Production
	206	222	Helena PS	$17,291	$17,291	$289,175	Food Service Equipmt - Secondary Vo-ed
	206	216	Columbia Falls HS	$37,354	$37,354	$251,821	Expand Business Ed
	206	257	Park HS	$18,480	$18,500	$233,341	Acquire High Tech Equipmt for Vo-ed
	206	291	Billings PS	$50,000	$50,000	$183,341	Regional Plan - Implmt Princ. of Technology
	204	139	Roy HS	$1,850	$1,850	$181,491	Acquire IBM Computer - Voc'l Business Ed
	204	239	Judith Gap PS	$675	$675	$180,816	Update Vo-Ag Dept Metal Working Equipmt
	203	4	MCentral Learn	$12,056	$12,056	$168,760	Parents as Links (PALS)
	203	229	Helena PS	$1,678	$1,678	$167,082	Fast Fashion with Sergers in Home Ec
	202	204	Kalispell PS	$4,800	$4,800	$162,282	Recon Automotive Engine Heads - Indust Stud.
	202	178	Joliet HS	$561	$561	$161,721	Cabinetry Equipmt Addition
	202	217	Western MT Coll	$8,100	$8,100	$153,621	Dvlpg Communications Tech in Tech Ed
	202	294	Billings PS	$8,400	$8,400	$145,221	Curric. Update Workshops - Tech Ed Teachers
	202	118	Belt Valley HS	$19,000	$19,000	$126,221	Expanding Student Horizons with High Tech
	201	240	Troy HS	$4,248	$4,248	$121,973	Intro Innov Tech/Marketable Skills - Serv.
	201	256	Park HS	$17,000	$17,000	$104,973	Computers - Include Emerging Tech in Bus.
	201	242	Lincoln Co. HS	$12,533	$12,533	$92,440	Expand Communication Tech
	201	225	Havre PS	$7,600	$7,600	$84,840	Programming/Machining with CNN Machines
	200	247	White Sulphur HS	$7,400	$7,400	$85,440	Expand/Improve Sewing Equipmt Home Ec Dept
	200	279	Absarokee PS	$13,080	$13,080	$72,360	Computers/Future Employment Opportunities
	200	212	Belgrade PS	$7,466	$7,466	$64,894	Electronic Learning Situations - Bus. Ed
	199	126	Hobson PS	$1,930	$1,930	$62,964	Pre-voc'l Bus Ed Keyboardg/Computer Literacy
	199	227	Havre PS	$9,235	$11,227	$53,729	Implement Integrated Tech Ed Program

TOTALS	$1,115,462	$1,207,240
Secondary	$464,682	$471,799
Post-secondary	$630,780	$721,541
Overmatch	$87,378	
Adj. Overmatch **	$7,996	
Unallocated	$53,729	

** Balance remaining after overmatch goes into matching requirement of statewide setaside.

PROJECTS FUNDED FROM 20% STATE SETASIDE FROM TITLE IIB:

	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
Secondary:						$497,801	
	205	137	Univ. of MT	$13,504	$8,825	$484,297	Updating Secondary Bus Ed Curric Guidelines
	186	140	MT State Univ.	$27,381	$27,381	$456,916	Middle School Prevoc'l Ed Curric Dvlpmt
	219	310	OPI - Whealon	$10,000	$0	$446,916	Technical Assistance in Support of Vo-ed
	210	312	OPI - Ruthemeyer	$5,000	$5,000	$441,916	Apprenticeship Related Study Prog - Wangeton
	198	321	MT State Univ.	$30,734	$30,734	$411,182	Maintain/Expand Ag Computer Network
	155.33	311	Wolf Creek	$4,500	$4,500	$406,682	AG in MT Schools - Prevoc'l Ag Awareness
			Subtotal	$91,119	$76,440		
Postsecondary:							
	197	3025	Bozeman MIT	$7,750	$0	$402,932	MDHN Newsletter and Communique
		VTE001	Vo-Tech. Ed - OCHE	$5,000	$15,000	$397,932	Technical Committees - FY89
		VTE002	Vo-Tech. Ed - OCHE	$5,000	$15,000	$392,932	Fall Displaced Homemakers Network Mtg
		VTE003	Vo-Tech. Ed - OCHE	$5,000	$15,000	$387,932	Discretionary Funds
	190	3035	Dawson CC	$15,500	$0	$372,432	Rural Single Parents/Homemakers Project
	170.67	SB003	WORD	$21,500	$0	$350,932	Sex Equity Conference
	188	3003	Career Trng Instit	$4,500	$410	$346,432	Day Care
	160	3026	Women's Res. Ctr	$10,000	$0	$336,432	Dillon Single Parents/ Homemakers
	247.5	RES001	Research Center	$190,255	$107,892	$146,177	Mt Ctr Vo-Ed Research, Curric & Pers Dvlpmt
			Subtotal	$260,505	$153,302		
			SETASIDE TOTALS	$351,624	$229,742	$146,177	
			Match needed	$121,882			
			Match needed - ADJ	$0			

NOTE: "Match needed - ADJ" is reduced from overmatch in Category Program Improvement, Innovation and Expansion, Guidance and Personnel Development

NOTE: The balance of unallocated statewide setaside funds went into Category Program Improvement, Innovation and Expansion

TOTAL TITLE II, PART B:	$1,975,936	$1,980,933	
Secondary	$841,924	$866,358	
Post-secondary	$1,133,812	$1,116,575	

TITLE III, PART A: State Assistance for Vocational Education Support Programs by Community-Based Organizations

Category	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
						$34,172	
Community-based Organizations	196	CB001	Career Futures	$13,287	$400	$20,885	Career Awareness/Development Workshops
	198	323	Bozeman HRDC	$20,885	$0	$0	Early Intervention for At-Risk Youth
			TOTAL	$34,172	$400		
			Secondary	$20,885	$0		
			Post-secondary	$13,287	$400		
			Unallocated	$0			

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TITLE III, PART B: Consumer and Homemaker Education (All projects at the secondary level only)

Category	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
						$87,469	
Consumer	206	371	Butte PS	$33,461	n/a	$54,008	CH 1989 - Students in Transition
Homemaking	204	341	St. Ignatius	$4,290	n/a	$49,718	Sewing Machines to Update Clothing/Textiles
- Econ.	201	359	Ronan HS	$5,266	n/a	$44,452	Tech Equipmt Update Ronan Home Ec
Depressed	201	367	Corvallis Dist 1	$3,000	n/a	$41,452	Update for Sewing Class Efficiency
	195	355	Hinsdale HS	$1,500	$1,510	$39,952	Advanced Sewing Tech - Rural Youth Home Ec
	189	370	Darby HS	$6,930	n/a	$33,022	Update Sewing Equipmt for Rural Area
	184	365	Chinook HS	$3,578	n/a	$29,444	Update AV Materials and Equipmt
	177	364	Chinook HS	$1,520	n/a	$27,924	Home Sewing Sergers for Home Ec Classes
	172	366	Cut Bank HS	$1,490	n/a	$26,434	Microwaves
	168	368	Corvallis Dist 1	$2,310	n/a	$24,124	Timely Textbooks
			TOTALS	$63,345			
			Unallocated	$24,124			

Category	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
						$172,302	
Consumer	218	340	Hobson PS	$2,106	n/a	$130,196	Update Voc'l Home Ec Materials
Homemaking	213	333	Jefferson HS	$2,450	n/a	$127,746	Upgrade/Expand Sewing Equipmt & Curric.
	208	347	Sidney PS	$4,618	n/a	$123,128	Update/Expand Prevoc'l Skills
	206	352	Absarokee PS	$4,390	n/a	$118,738	Equipmt Update in '88
	206	362	MT State Univ.	$10,098	n/a	$108,640	FHA/HERO Leadership
	206	339	Hobson PS	$4,255	n/a	$104,385	Nutrition: S.M.I.L.E.
	205	336	Willow Creek Sch	$7,000	n/a	$97,385	Division Creates More Privacy & Facilit
	203	358	Shepherd HS	$9,440	n/a	$87,945	Curric Dvlpmt/Improvemt & Support Materi
	202	342	Twin Bridges HS	$1,865	n/a	$86,080	Modernizing the Clothing Concept
	200	343	Missoula Co. HS	$2,500	n/a	$83,580	Upgrading AV Materials - Life Classes
	198	327	Roy HS	$6,650	n/a	$76,930	Sewing Machines,Sergers,Video Equipmt,Co
	195	345	Powell Co. HS	$2,710	n/a	$74,220	Industrial/Serger Sewing Machines - Class
	193	354	Shelby HS	$1,335	n/a	$72,885	Advanced Tech Overlock Sewing Skills
	193	332	Columbia Falls HS	$6,195	n/a	$66,690	Sewing with Sergers
	192.67	331	Kalispell PS	$4,677	n/a	$62,017	Teacher's Aide for CH Program
	191.33	330	Kalispell PS	$2,925	$9,012	$59,092	Update Food Prep Equipmt/Food Lab Kitchen
	191	356	Billings PS	$3,401	$4,430	$55,691	Home Ec Curric Update
	189	353	Choteau HS	$3,250	n/a	$52,441	Replace/Update Lab Appliances Home Ec
	188	361	MT State Univ.	$18,271	$5,397	$34,170	Impact of CH Ed on '87 and '88 Graduates
	187.33	348	Sidney PS	$3,495	n/a	$30,675	Nursery School: Parental Skills Dvlpmt
	187	326	Lima School Dist	$2,500	n/a	$28,175	Modern Tech for Homemakers & Consumers
	184	344	Park HS	$800	n/a	$27,375	Expand/Modernize Voc'l CH Program
	184	328	Kalispell PS	$24,375	$32,129	$3,000	CH Ed Prog for 7th Grade - Linderman School
			TOTALS	$129,302	$50,968		
			Overmatch	$50,968			
			Balance	$7,000			

Category	Project Score	Project/ Track No.	Recipient	Perkins Amount	Match Amount	Amount Available	Title of Project
						$9,814	
Consumer Homemaking Leadership	218	363	MT State Univ.	$7,324	$0	$1,990	Math&Sci Principles - Food/Nutrition Cur

TOTAL TITLE III:	$234,643	$51,368	
Secondary	$221,356	$50,968	278231-
Post-secondary	$13,287	$400	

SUMMARY:

	Category (VTE/OPI)	# Secondary	# P.S.	Amount Perkins	Match Amount	Amount Available
II-A						
	Handicap	33	8	$677,379	$742,339	$729,504
	Disadv.	63	29	$1,816,821	$2,321,790	$1,814,242
	Apprentice	11	0	$49,147	$203,677	$50,000
	Adult	16	4	$413,000	$507,303	$449,778
	SP/H	1	18	$332,772	$23,965	$332,772
	Sex Bias	1	5	$131,728	$51,420	$131,728
	Correction	0	2	$40,146	$300	$40,146
Title IIA	Total	125	66	$3,461,493	$3,850,794	$3,548,170
	Balance					$86,677
II - B						
	Curric.Dv	4	4	$113,090	$113,091	$113,090
	Personel Dv	7	4	$138,150	$149,023	$138,150
	Guidance	17	8	$257,210	$288,337	$257,210
	PIIE	40	29	$1,115,462	$1,203,340	$1,023,014
	SETASIDE	5	9	$351,024	$229,742	$497,801
Title IIB	Total	74	54	$1,975,536	$1,983,533	$2,029,765
	Balance				$7,997	$54,229
III - A	CBO	1	1	$74,172	$400	$74,172
III - B	CH - EDA	10	0	$87,345	$0	$87,469
	CH - Reg.	22	0	$129,702	$50,968	$132,302
	CH - Lead	1	0	$7,824	$0	$19,628
Title III	Total	35	1	$274,043	$51,368	$273,571
	Balance					$38,929
	TOTAL	234	121	$5,571,572	$5,885,695	$5,851,506
					Balance	$179,824

Total dollars to secondary = $3,170,496 56%
Total dollars to postsecondary = $2,310,921 41%
Total dollars to Research Center = $190,255 3%